DOCUMENT RESUME

ED 102 589 CS 201 886

TITLE	English Language Arts, K-12.
INSTITUTION	Calvert County Public Schools, Prince Frederick, Md.; Charles County Board of Education, La Plata, Md.; Saint Mary's County Board of Education, Leonardtown, Md.
PUB DATE	73
NOTE	504p.; Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$0.92 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Communication (Thought Transfer); *Curriculum Guides; Elementary Secondary Education; *English Curriculum; *Language Arts; Language Skills; Literature Appreciation; Reading Skills; *Student Centered Curriculum; Vocabulary

ABSTRACT

This curriculum guide suggests ways for teachers to provide students with learning experiences which develop communication skills and facilitate the learning of language concepts. The guide, whose design is process oriented and student centered, can be used as a basis for developing an individual language arts program for every student. Eight conceptual statements serve as the basis for the program: "language is symbolic" includes a discussion of the uses and values of symbols; "language is used to communicate" discusses the importance of language in observing, listening, speaking, reading, and writing; "language changes constantly" discusses geographic, social, and historical effects on language; "language is a form of social behavior" discusses the relationship between culture and language; "language has power" discusses the use and misuse of language in the media; "language is structured" discusses grammar, vocabulary and syntax; "language is basically oral" discusses the effects of verbal and nonverbal expression on oral language; and "written language is a representation of oral language" discusses the relationship between oral and written language. (TS)

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1973

ENGLISH LANGUAGE ARTS
K-12

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CS 201 886

Calvert County Public Schools, Prince Frederick, Maryland
Charles County Public Schools, La Plata, Maryland
St. Mary's County Public Schools, Leonardtown, Maryland

English Language Arts Workshop
Walter Mitchell School
June 18 - July 6,1973

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Introduction

This curriculum guide is suggestive rather than comprehensive. It does not provide a complete language arts program. Rather, it suggests ways for the teacher to provide learning experiences which develop communication skills and which facilitate the learning of language concepts and understandings. The design of the guide is process-oriented and student-centered, and teachers can use the guide as a basis for developing an individual language arts program for each student.

Eight conceptual statements serve as the basis for the language arts program. The understandings, learning experiences, and skills are developed in relation to each of the conceptual statements.

The K-12 Skills Chart includes those skills which are developed in a language arts program. The lines on the chart indicate the grades in which the skill is systematically introduced. A readiness for each skill is often developed at an earlier grade.

The functional skills are marked with an asterisk and are considered basic and should be mastered by the time a student leaves school.

A suggested checklist at the end of the skills chart can be used to assess the progress of each student.

Suggested assessment activities have been developed for each concept and include several understandings with emphasis on the functional skills that are indicated in the skills chart list.

Philosophy

A conceptual language arts program with a student-centered emphasis encourages students to refine the communication skills needed in an increasingly complex and constantly changing society. The complexity of this society demands that value judgments be made and that these judgments be communicated.

The social, emotional, and intellectual needs of each child influence the development of both practical communication skills and humanizing values. The school provides a learning environment through which the student learns varieties of acceptable usage and creative ways of expressing thought and emotion.

Consequently, we believe that an effective English language arts program based upon this philosophy provides opportunities for the student to develop:

an understanding of language as an integral part of culture and as the primary means of communication;

a sensitivity to the feelings and needs of others through an understanding of language and literature;

an understanding of the power of words;

an understanding, appreciation, and enjoyment of literature;

a positive self-concept;

effective reading skills;

skills for communicating in oral and written language with clarity, accuracy, and appropriateness;

effective study skills and work habits;

listening skills;

critical thinking skills and intellectual curiosity;

a creative use of language;

criteria for making selections from the mass media.

TRI-COUNTY ENGLISH LANGUAGE ARTS

General Conceptual Statements K-12

I. Language is symbolic.

   A. A symbol is an abstraction from reality.

   B. Man is a symbol making animal.

   C. The sound of the word may suggest its meaning.

   D. Words in language may have symbolic reference.

   E. Language is arbitrary: there is no natural connection between word and its referent.

   F. Language must be learned.

   G. People can communicate non-verbally through the use of time, placement in space, facial expressions, touch, and gestures.

   H. People can communicate through paralanguage.

II. Language is used to communicate.

   A. Communication involves a sender, a message, and a receiver.

   B. The message must be mutually understandable.

   C. Language informs, influences, and entertains.

   D. Language makes possible the transmission of perceptions and experiences.

   E. Language communication includes skills of impression and expression in

      1. Observing

      2. Listening

      3. Speaking

      4. Reading

      5. Writing

III. Language changes constantly.

- A. Language changes because of geographic and social setting.
  - 1. All speech is dialectal.
  - 2. Dialects are varieties of language which differ from each other in pronunciation, vocabulary, and grammar.
  - 3. Dialects reflect functional varieties or cultural levels of language.
    - a. Prestige dialect (Standard English) is a cultural level spoken by emulated members of the population.
    - b. An in-group dialect is a functional variety used to exclude non-members and to give identity to group members.
  - 4. Socialization processes and geographic isolation account for the development of different languages and of different dialects within a language.
  - 5. Each individual has his own idiolect.
- B. Language changes historically.
  - 1. Words enter our language in many ways:
    - a. Coining words - Example: hot dog, kleenex
    - b. Borrowing foreign expression - Example: pizza
    - c. Developing slang terms - Example: groovy
    - d. Clipping words - Example: phone
    - e. Compounding words - Example: baseball
    - f. Affixing - Example: cigar/ette
    - g. Blending - Example: smog
    - h. Forming acronyms - Examples: scuba
  - 2. Meanings of words change by:
    - a. Generalization (wider) Example: hazard
    - b. Specialization (narrower) Example: meat
    - c Amelioration (better) Example: steward
    - d. Pejoration (worse) Example: fool

IV. Language is a form of social behavior.

  A. Appropriate language patterns vary according to the social setting in which they occur.

  B. A speaker or writer considers the age, interests, and background of the listener or reader.

  C. Shifting loyalties and goals, both personal and social, motivate people to change language patterns.

  D. Language reflects culture and is a part of one's personal experience.

  E. Language usage reflects group and individual identity.

V. Language has power.

  A. Language is a powerful instrument for influencing and/or controlling thoughts and actions.

  B. Language usage requires care and responsibility.

  C. Since all communication has implied responses, it is important that receivers recognize the tone of each message.

  D. Language is influenced by mass media.

    1. Mass media accelerate language communication.

    2. Mass media increase the need for critical listening.

    3. Mass media increase the need for standards of selection.

  E. Words in a language have many meanings.

    1. The power of language depends on the words that are chosen and their arrangement.

    2. The context in which a word appears determines its meaning.

    3. In life and literature, words acquire a cluster of meanings on different levels of experience.

    4. The connotation of words is more useful in persuading people than the denotation of words.

      a. Words acquire connotation as a result of individual and group association and experiences with them.

      b. The meaning most generally agreed upon by users is the denotative meaning of the word.

VI. Language is structured; it is systematic and complete.

- A. Organization in language is necessary for meaningful communication.
- B. The major grammatical device in English is word order arrangement.
- C. Sentence order affects paragraph development.
- D. The systematic use of pitch, stress, and juncture affects meaning in oral communication.
- E. Each language has its own sound patterns, grammatical symbols, vocabulary, and syntax.
- F. The language system of every culture is adequate for its needs but no language system defines reality.
- G. Language systems allow for expansion and growth.
- H. The flexibility of language makes it possible to express the ideas in many ways.

VII. Language is basically oral.

- A. Oral language is first learned by imitation.
- B. Oral language facilitates the open-ended exchange of ideas; written language tends to crystallize ideas.
- C. The intonation system of a language provides more exact clues to the meaning than any written representation can provide.
- D. Verbal and non-verbal expression affects the meaning of oral language.

VIII. Written language is a representation of oral language.

- A. The recording of language requires symbolization of sounds.
- B. Written symbols cannot duplicate speech.
- C. Spelling is the ordering of the written symbols of language.
- D. To communicate in writing it is necessary for the encoder and the decoder to have a mutual understanding of the written symbol.
- E. The decoding process in reading involves the interaction between the encoder or writer and the decoder or reader.
- F. Punctuation indicates the intonational characteristics of the language.
- G. The language of recorded literature reflects the culture of its time.
- H. Written language may be influenced by regional dialects.

Revised 6/27/73

ENGLISH LANGUAGE ARTS

TRI-COUNTY CURRICULUM COMMITTEE
for language Arts/English
Calvert, Charles and St. Mary's Counties

LISTENING	ELEMENTARY			MIDDLE 6-8	S
	Early K-1	Middle 2-3	Later 4-5		
Distinguishes					
* Identifies likenesses and differences in sounds:					
gross sounds					
fine sounds					
word sounds					
Discriminates among rhythm, pitch, intensity, and patterns of sound					
Identifies likenesses and differences in speech:					
vocabulary					
syntax					
patterns					
* Identifies voice change signals as changes in feeling					
*Follows oral directions					
Analyzes					
* Relates environmental sounds to specific situation					
* Identifies main idea					
Identifies tone or mood					
Determines sequence of events					
Distinguishes various points of view					
Predicts outcomes					
Forms sensory images					
Detects implication in language (inferences)					
Evaluates					
Selects information from a variety of sources such as TV, tapes, records, radio, people					
Evaluates the organization of a presentation					
Distinguishes between fact and fantasy					
* Distinguishes between fact and opinion					
Makes generalizations or draws conclusion					

* Basic Functional Skills

NING	ELEMENTARY			SECONDARY					
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8			SENIOR 9-12		
s and differences in sounds:									
rhythm, pitch, intensity,									
sound									
s and differences in speech:									
nge signals as changes in									
ns									
sounds to specific									
od									
of events									
points of view									
n language (inferences)									
from a variety of sources									
, records, radio, people									
ation of a presentation									
fact and fantasy									
fact and opinion									
or draws conclusion									

1

ls

SPEAKING	ELEMENTARY			
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8
Speaks				
* Speaks clearly				
Speaks fluently				
Enunciates distinctly				
* Transposes a non-verbal message into a verbal response				
Uses newly acquired words in conversations				
Shifts the level of speech to fit the situation				
Recognizes his own speech errors and corrects them				
Describes attributes of objects				
Uses precise words				
Gives emphasis to ideas by:				
phrasing				
stress				
pause				
rate				
pitch				
modulation				
Substitutes original expressions for cliches and hackneyed phrases				
Uses varied sentence patterns				
* Expresses a thought as a verbal message				
Organizes				
Tells about one idea at a time				
Keeps to topic under discussion				
Asks relevant questions and makes relevant comments				
Summarizes ideas under discussion				
Speaks logically				
Uses effective introductory and closing statements in formal presentation				
Leads group discussions				
Uses transitional expressions to aid the flow of speech				
Speaks from notes when needed				

* Basic Functional Skills

	ELEMENTARY			SECONDARY	
SPEAKING	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	SENIOR 9-12
ly					
rbal message into a verbal response					
words in conversations					
speech to fit the situation					
speech errors and corrects them					
s of objects					
deas by:					
l expressions for cliches					
phrases					
e patterns					
as a verbal message					
at a time					
r discussion					
ions and makes relevant					
der discussion					
ductory and closing					
formal presentation					
ions					
pressions to aid the flow					
hen needed					
ills					

READING: VOCABULARY SKILLS

ELEMENTARY: Early K-1 | Middle 2-3 | Later 4-5

MIDDLE 6-8

Identifies

* Identifies written symbols with spoken language
Names the upper and lower case forms of the letters of the alphabet, in and out of sequence
* Makes aural and visual discriminations through
  Auditory Perception: gross sounds; rhymes; likenesses and differences; initial, final and medial sounds

  Picture-Object Clues
  Word Form Clues: letter and word patterns; sight vocabulary
  Contextual Clues: reading on, recalling, and verifying
  Phonetic Analysis: consonants, blends, diagraphs, vowel sounds and vowel principles
  Structural Analysis: root words and inflectional endings;
    compound words;
    contractions;
    prefixes and suffixes;
    syllabication;
    accent
* Associates literal meanings with written symbols

Comprehends

Uses root words and affixes to derive meaning
Interprets picturesque language and specialized vocabularies
Perceives that words may have multiple meanings: makes selection appropriate to context
Distinguishes between literal and figurative language
Sees implied meanings and draws inferences
Perceives connotative as well as denotative qualities of words
Perceives levels of abstraction

* Basic Functional Skills

ABULARY SKILLS	ELEMENTARY			SECONDARY	
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	SENIOR 9-12
symbols with spoken language					
lower case forms of the					
lphabet, in and out of sequence					
ual discriminations through					
ion: gross sounds; rhymes;					
likenesses and differences;					
initial, final and medial sounds					
lues					
letter and word patterns; sight vocabulary					
reading on, recalling, and verifying					
s: consonants, blends, diagraphs,					
vowel sounds and vowel principles					
sis: root words and inflectional endings;					
compound words;					
contractions;					
prefixes and suffixes;					
syllabication;					
accent					
eanings with written symbols					
affixes to derive meaning					
ue language and specialized					
may have multiple meanings:					
appropriate to context					
n literal and figurative language					
s and draws inferences					
e as well as denotative					
ds					
abstraction					
lls					

READING: VOCABULARY SKILLS (cont'd)	ELEMENTARY Early K-1	 Middle 2-3	 Late 4-5	 MIDDLE 6-8		SE
Uses Word References						
Uses A picture dictionary						
Uses the dictionary efficiently for a variety of purposes:						
uses accent, diacritical marks and pronunciation keys as aids to pronunciation of words						
studies multiple meanings and makes a selection appropriate for a given context						
uses information concerning parts of speech, inflectional forms, etymology, alternate and derived forms						
Uses thesaurus and specialized dictionaries						

CABULARY SKILLS (cont'd)	ELEMENTARY			SECONDARY	
	Early K-1	Middle 2-3	[illegible] 4-5	MIDDLE 6-8	SENIOR 9-12

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ictionary
ary efficiency for a variety of

diacritical marks and pronuncia-
as aids to pronunciation of words
iple meanings and makes a selection
e for a given context
tion concerning parts of speech,
al forms, etymology, alternate and
rms
nd specialized dictionaries

ELEMENTARY

Early K-1

Middle 2-3

Later 4-5

MIDDLE 6-8

READING: CONPREHENSION

Identifies

States main ideas and details found in pictures,
States main ideas and details found in stories,
* States main ideas and details in other selections
* Places ideas in sequence
Identifies details related to a topic
Identifies main and sub-topics; notes specific relationships between the two
Identifies such basic elements of a story as plot, characters, dialogue, and setting
Identifies more complex story elements as climax, characterization, conflict, style and theme.

Interprets

Recognizes, interprets, and responds to story mood
Responds to attitudes and moods of characters
Recognizes alternatives in story situations
Distinguishes personal motives and drives which influence character actions
Predicts outcomes based on statement and on inference
* Makes generalizations
Makes comparisons
* Sees cause and effect relationships
Interprets meaning through word order in sentences
Discriminates between major and minor details

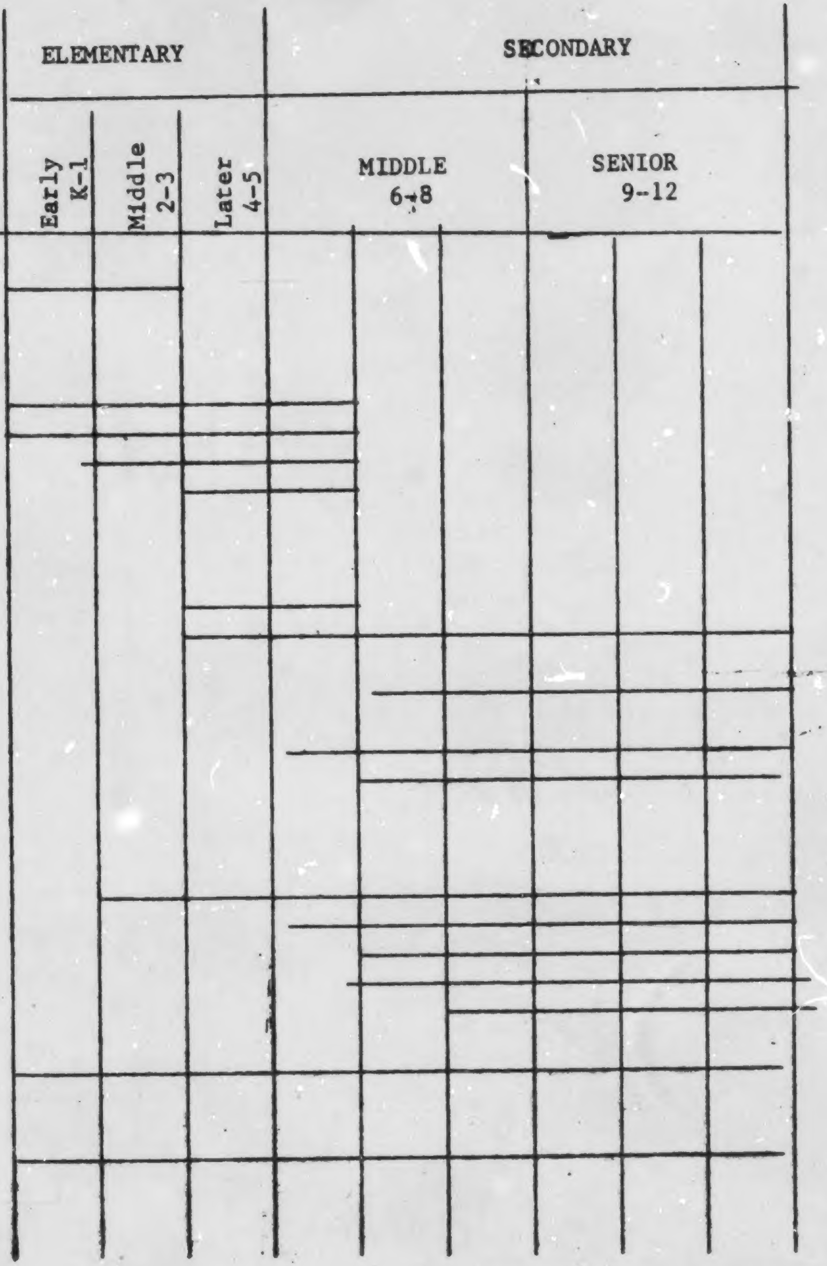
	ELEMENTARY			SECONDARY	
EHENSION	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	SENIOR 9-12
and details found in pictures,					
and details found in stories,					
and details in other selections					
equence					
s related to a topic					
nd sub-topics; notes specific					
etween the two					
sic elements of a story as					
s, dialogue, and setting					
omplex story elements as climax,					
n, conflict, style and theme.					
prets, and responds to story mood					
udes and moods of characters					
atives in story situations					
sonal motives and drives which					
cter actions					
based on statement and on					
ions					
fect relationships					
g through word order in sentences					
ween major and minor details					

READING: READING ALOUD IN AUDIENCE SITUATION	ELEMENTARY			SECONDARY			
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8			
Reads audibly							
Uses acceptable pronunciation							
Uses appropriate intonational patterns							
Interprets meaning through phrasing							
Reads smoothly with speed appropriate for the selection							

	ELEMENTARY			SECONDARY					
OUD IN AUDIENCE SITUATION	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8			SENIOR 9-12		
unciation									
onational patterns									
hrough phrasing									
speed appropriate for the									

WRITING: SENTENCE DEVELOPMENT	ELEMENTARY Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8
Transfers sentence patterns from oral to written form				
*Writes basic patterns for various purposes				
makes statements				
asks questions				
expresses strong feeling or emotion				
gives commands or makes requests				
Varies and expands basic sentence patterns				
Uses subjects, predicates, complements				
Rearranges sequence of sentence parts				
Substitutes one kind of structure for another - words, phrases, clauses				
Combines ideas to show proper relationship				
Coordination				
Subordination				
Selects structures to extend meaning or add emphasis				
Word modifiers				
Phrase modifiers				
Clause modifiers				
Words, phrases that rename				
Words, phrases, or clauses that give emphasis or provide transition				
Writes clearly and concisely				
Follows current practice in use of punctuation and capitalization				

: SENTENCE DEVELOPMENT



patterns from oral to written form

rns for various purposes

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rong feeling or emotion
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basic sentence patterns

s, predicates, complements
equence of sentence parts
one kind of structure
r - words, phrases, clauses
as to show proper relationship
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to extend meaning or add emphasis

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s, or clauses that give emphasis or
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concisely

actice in use of punctuation and

WRITING: PARAGRAPH DEVELOPMENT	ELEMENTARY			SECO
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8
Composes				
Relates ideas as teacher writes them				
Writes related ideas				
Applies sentence study skills when writing paragraphs				
Uses appropriate beginning sentence to lead into main idea				
Brings ideas to satisfactory conclusion				
Observes principles of unity and coherence				
Eliminates irrelevant ideas				
Avoids indefinite "you" when you reference to another person is clear				
Avoids shifts in voice and mood				
Avoids incorrect pronoun reference				
Avoids indefinite use of the which clause				
Uses appropriate tense for topic being discussed				
Avoids illogical shift of tense				
* Writes paragraph for specific purpose				
Develops individual style				
Organizes				
Writes related ideas in logical order using paragraph form				
Selects and narrows topic for single paragraph development				
Uses introductory topic sentence to aid organization				
Develops a paragraph with implied topic sentence				

PARAGRAPH DEVELOPMENT

teacher writes them
ideas
study skills when writing

beginning sentence to lead into

satisfactory conclusion
ples of unity and coherence
irrelevant ideas
efinite "you" when you reference to
person is clear
fts in voice and mood
orrect pronoun reference
efinite use of the which clause
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for specific purpose
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ideas in logical order using
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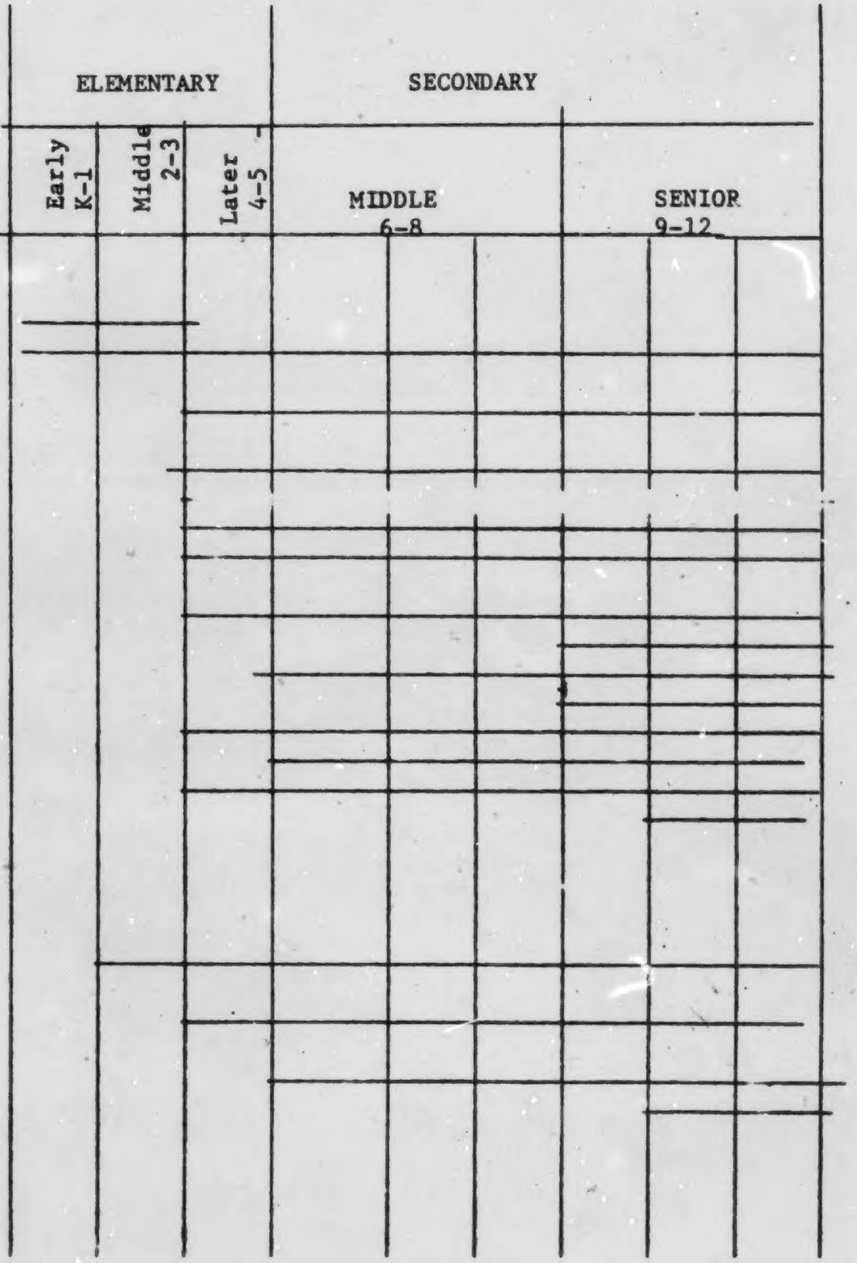
y topic sentence to aid
on
graph with implied topic sentence



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	ELEMENTARY			SECOND		
WRITING PARAGRAPH DEVELOPMENT (con't.)	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8		
Places topic sentence in paragraph to achieve desired effect						—
Uses multi-paragraph compositions for development of ideas						—
Uses transitional expressions						
within paragraphs					—	—
between paragraphs						—
Makes notes as guides for paragraph organization			—	—	—	—
Prepares outline for multi-paragraph organization						—
Evaluates						
Proofreads and corrects		—	—	—	—	—
Revises				—	—	—

PARAGRAPH DEVELOPMENT (con't.)	ELEMENTARY			SECONDARY						
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8			SENIOR 9-12			
tence in paragraph to achieve										
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for multi-paragraph organization										
orrects										

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STUDY SKILLS	MIDDLE			SECONDA		
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8 .		
Acquires information through reading						
* Determines purpose for reading		—	—	—	—	—
* Collects information from a variety of sources	—	—	—	—	—	—
Uses parts of a book						
title page	—	—	—	—	—	—
introduction		—	—	—	—	—
table of contents	—	—	—	—	—	—
list of illustrations			—	—	—	—
appendix			—	—	—	—
glossary			—	—	—	—
index			—	—	—	—
bibliography			—	—	—	—
Uses key words as clues when locating information			—	—	—	—
Uses other editorial aids as needed: footnotes, captions, marginal notes				—	—	—
Uses card and book catalogues				—	—	—
Uses atlases and other specialized references				—	—	—
Uses various guides to periodic literature				—	—	—
Skims for tentative identification of appropriate material			—	—	—	—
Adjusts reading rate to purpose			—	—	—	—
Acquires information through listening and observing						
Identifies a sequence of ideas and selects those that are most important			—	—	—	—

* Basic Functional Skills

LLS

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clues when locating information
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other specialized references
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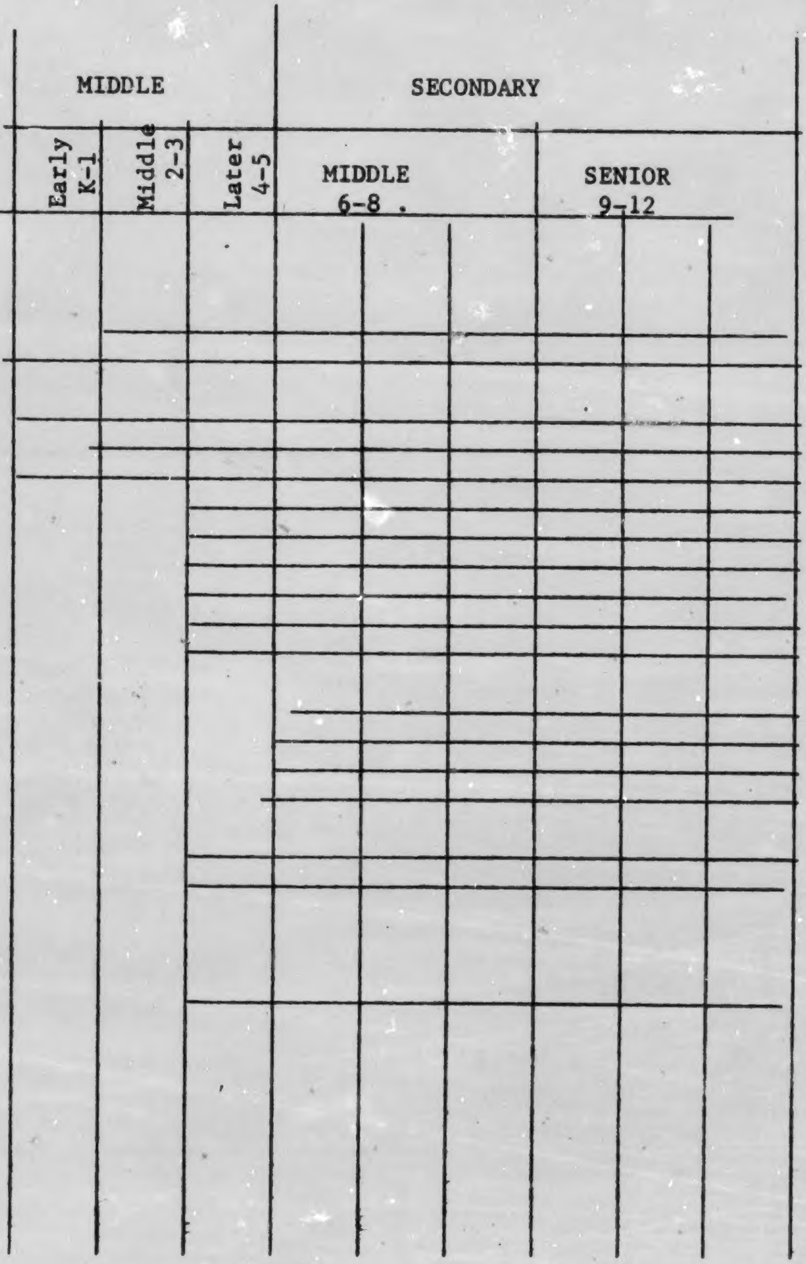
most important

Skills



STUDY SKILLS	ELEMENTARY Early K-1	ELEMENTARY Middle 2-3	ELEMENTARY Later 4-5	MIDDLE 6-8
* Relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information.				
Analyzes video and audio presentations, e.g. films, pictures, models, exhibits, and other graphic materials concerned with information desired.				
Selects and Evaluates Information				
Distinguishes fact from fiction				
Distinguishes fact from opinion				
Sees cause and effect relationship				
Makes inferences based on data collected				
Evaluates source of information				
evaluates authority of a writer				
identifies author's purpose				
determines attitude of author toward his subject				
evaluates authenticity of information				
* Recognizes techniques of propaganda and persuasion				
Interprets connotative quality of words				
Evaluates usefulness and material by checking pertinence to topic				
Selects material appropriate for him				
Summarizes and Organizes Information				
Prepares tables of contents, bibliographies, and graphic materials				
Uses facts to make deductions and generalizations				

ILLS	ELEMENTARY			SECONDARY					
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8			SENIOR 9-12		
ares, and evaluates information gained tening and observing with that gained sources of information.									
o and audio presentations, e.g. films, odels, exhibits, and other graphic oncerned with information desired.									
luates Information									
fact from fiction									
fact from opinion									
d effect relationship									
ces based on data collected									
rce of information									
uthority of a writer									
author's purpose									
attitude of author toward his									
uthenticity of information									
chniques of propaganda and persuasion									
nnotative quality of words									
fulness and material by checking to topic									
ial appropriate for him									
Organizes Information									
es of content, bibliographies, and erials									
make deductions and generalizations									

STUDY SKILLS	ELEMENTARY			SECONDARY			
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8			
Applies related writing skills when using **reference materials.**							
takes notes, avoiding plagiarism			—	—	—	—	—
prepares an outline						—	—
summarizes				—	—	—	—
paraphrases							—
reports							
from single reference					—	—	—
from several references						—	—

ILLS	ELEMENTARY			SECONDARY						
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8			SENIOR 9-12			
d writing skills when using **rials.**										
avoiding plagiarism			—	—	—	—	—	—	—	—
outline						—	—	—	—	—
				—	—	—	—	—	—	—
							—	—	—	—
s reference					—	—	—	—	—	—
al references						—	—	—	—	—

CRITICAL THINKING SKILLS	ELEMENTARY						SEC
	Early K-1	Middle 2-3	Late 4-5	MIDDLE 6-8			
Defining							
* States the problem							
Agrees on the meaning of terms and expressions							
Clarifies meaning							
Establishes criteria							
Hypothesizing							
Seeks alternatives							
Draws logical implications							
Identifies hypothetical thinking							
States problems in "if-then" thinking form							
Predicts							
Information Processing							
* Identifies needed information							
* Gathers information							
Selects relevant information							
Seeks evidence							
Organizes information							
* Responds non-verbally to a verbal message							
* Responds non-verbally to a non-verbal message							
Interpreting, Generalizing							
* Interprets facts							
Compares							
Contrasts							
Generalizes from evidence							
Makes warranted inferences							
Determines bias							
Reasoning							
Recognizes errors in logic							
Justifies opinions (own and others)							
Reaches logical conclusions							
Recognizes unstated assumptions and values							
Supports conclusions							
* Determines cause and effect							
Determines logical relationships							

* Basic Functional Skills

ICAL THINKING SKILLS

ELEMENTARY

Early K-1

Middle 2-3

Late 4-5

SECONDARY

MIDDLE 6-8

SENIOR 9-12

oblem
meaning of terms and expressions
ning
riteria

tives
implications
pothetical thinking
ms in "if-then" thinking form

cessing
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mation
ant information
e
ormation
verbally to a verbal message
verbally to a non-verbal message

eneralizing
cts

rom evidence
ed inferences
as

rors in logic
nions (own and others)
al conclusions
stated assumptions and values
lusions
use and effect
gical relationships

nal Skills

CRITICAL THINKING SKILLS	ELEMENTARY			SECO		
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8		
Evaluating						
Evaluates against criteria						
Rates items, events, ideas						
Determines validity of arguments						
Distinguishes fact from opinion						
* Decides whether statements are true or false						
Judges reliability of data						
Evaluates conclusions (own and others)						
Applying						
Tests conclusions and deductions						
Applies generalizations						
Incorporates judgments into behavior						

TICAL THINKING SKILLS

	ELEMENTARY			SECONDARY					
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-3			SENIOR 9-12		
inst criteria									
events, idea									
idity of arguments									
fact from opinion									
er statements are true or false									
lity of data									
clusions (own and others)									
ions and deductions									
alizations									
udgments into behavior									

SPELLING-HANDWRITING

SPELLING-HANDWRITING	ELEMENTARY			SEC
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8
Sees, hears, writes				
Relates written symbols to spoken language				
Relates sounds to letters				
* Writes manuscript letters				
Writes cursive letters				
Writes with fluency and legibility				
Writes letters in specific patterns to represent spoken words				
Uses word analysis skills in spelling [1]				
auditory perception				
structural analysis				
phonetic analysis				
Uses dictionary as arbiter [1]				

---

[1] Refer to vocabulary Skills, Pp. 3-4

NG-HANDWRITING

	ELEMENTARY			SECONDARY					
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8			SENIOR 9-12		
ymbols to spoken language	—	—	—	—	—	—	—	—	—
letters	—	—	—	—	—	—	—	—	—
letters	—	—							
tters		—	—						
cy and legibility	—	—	—	—	—	—	—	—	—
specific patterns to represent	—	—	—	—	—	—	—	—	—
s skills in spelling [1]									
eption	—	—	—	—	—	—	—	—	—
alysis		—	—	—	—	—	—	—	—
ysis	—	—	—	—	—	—	—	—	—
arbiter [1]			—	—	—	—	—	—	—

ry Skills, Pp. 3-4

LITERATURE	ELEMENTARY			MIDDLE 6-8		
	Early K-1	Middle 2-3	Later 4-5			
Listens						
Listens to enjoy literature in various forms						
Reads						
Reads independently as a leisure-time activity						
Reads varied materials of increasing complexity and literary value						
Experiences contacts with worlds other than his own; supplements reality with imagination						
Appreciates						
Sees subtle implications and connotations: descriptive, verbal, behavioral						
Interprets literature through an understanding of:						
author's life and society in which he wrote						
backgrounds of literature						
literary techniques						
Appreciates the various genres and their structures						
Reacts						
Feels empathy with characters						
Reacts with increasing objectivity to ideas of a sensitive nature: political, social, racial, religious						
Evaluates motives for actions and reactions, his own and those of other people						
Recognizes universality of human traits						

LITERATURE

ELEMENTARY: Early K-1 | Middle 2-3 | Later 4-5

SECONDARY: MIDDLE 6-8 | SENIOR 9-12

joy literature in various forms

dently as a leisure-time activity
materials of increasing complexity
y value
ontacts with worlds other than
plements reality with imagination

mplications and connotations:
, verbal, behavioral
terature through an understanding

fe and society in which he wrote
of literature
chniques
he various genres and their

with characters
ncreasing objectivity to ideas of
nature: political, social,
igious
ives for actions and reactions,
those of other people
iversality of human traits

BASIC FUNCTIONAL
SKILLS CHECKLIST

SKILL

IDENTIFIES LIKENESSES AND DIFFERENCES IN SOUNDS
IDENTIFIES VOICE CHANGE SIGNALS AS CHANGES IN FEELING
FOLLOWS ORAL DIRECTIONS
RELATES ENVIRONMENTAL SOUNDS TO SPECIFIC SITUATION
IDENTIFIES MAIN IDEA
DISTINGUISHES BETWEEN FACT AND OPINION
SPEAKS CLEARLY
EXPRESSES A THOUGHT AS A VERBAL MESSAGE
IDENTIFIES WRITTEN SYMBOLS WITH SPOKEN LANGUAGE
MAKES AURAL AND VISUAL DISCRIMINATIONS
ASSOCIATES LITERAL MEANINGS WITH WRITTEN SYMBOLS
PERCEIVES THAT WORDS MAY HAVE MULTIPLE MEANINGS: MAKES SELECTION APPROPRIATE TO CONTEXT
PERCEIVES CONNOTATIVE AS WELL AS DENOTATIVE QUALITIES OF WORDS
STATES MAIN IDEAS AND DETAILS IN OTHER SELECTIONS
PLACES IDEAS IN SEQUENCE
MAKES GENERALIZATIONS
SEES CAUSE AND EFFECT RELATIONSHIPS: READING
WRITES BASIC PATTERNS FOR VARIOUS PURPOSES
WRITES PARAGRAPH FOR SPECIFIC PURPOSE
DETERMINES PURPOSE FOR READING
COLLECTS INFORMATION FROM A VARIETY OF SOURCES
USES PARTS OF A BOOK
IDENTIFIES A SEQUENCE OF IDEAS AND SELECTS THOSE THAT ARE MOST IMPORTANT
RECOGNIZES TECHNIQUES OF PROPAGANDA AND PERSUASION
STATES THE PROBLEM
IDENTIFIES NEEDED INFORMATION
GATHERS INFORMATION
RESPONDS NON-VERBALLY TO A VERBAL MESSAGE
RESPONDS NON-VERBALLY TO A NON-VERBAL MESSAGE
INTERPRETS FACTS
DETERMINES CAUSE AND EFFECT: THINKING
DECIDES WHETHER STATEMENTS ARE TRUE OR FALSE
WRITES MANUSCRIPT LETTERS

Abrahamson, L.
Bennett, E.
Bond, E.
Boothby, O.
Cardwell, J.
David, J.
Davis, J.
Dennis, M.
Douglas, M.
France, B.
Gray, L.
Johnson, J.
Johnson, L.
Keil, R.
Lucas, S.
Nicholson, A.
Oravecz, P.
Saunders, E.
Sayo, C.
Schumaker, A.
Scriber, D.
Settle, V.
Sheeley, B.
Smith, C.
Sullivan, N.
Washington, E.
Wiles, B.
Wiles, J.

Suggestion for using the skills checklist

1. Across the top of your graph paper enter your class roster.
2. Down the left hand side of the graph paper list the basic functional skills. (These pages may be xeroxed.)
3. Diagnose each pupil using the assessment activities.
4. Place a check for each skill that a particular individual has mastered
5. Group pupils with common skill deficiencies for instruction.
6. re-diagnose throughout the school year.

GLOSSARY

acronym- a word formed from the initial letter or letters of each of the successive part or parts of a compound term; e.g. snafu, radar

affix - a bound morpheme which occurs before or behind a base, e.g., un _______, _______ing

amelioration - improvement

connotation - the suggesting of a meaning by a word apart from the thing it explicitly names or describes

convergent - moving toward union or uniform

denotation - a direct specific meaning

divergent - differing from each other or a standard

dialect - a variation of a language sufficiently different to be considered a separate entity but not different enough to be classed as a separate language

esperanto - an artificial international language based as far as possible on words common to the chief European languages

general semantice - a branch of language study dealing with the idea that language has power and affects behavior

genre - a distinctive type of category of literary composition

grammar - the pronunciation formation of words and combination of words into larger groups

grammatical symbol - diacritical markings and punctuation marks.

grapheme - the written representation of the sounds of a language; a letter or letters which represent a phoreme

hyperbole - extravagant exaggeration

idiolect - the language or speech pattern of one individual at a particular period of his life

kinesis - the patterned bodily movements which accompany speech

juncture - the pauses or near pauses which connect various parts of a sentence

language - a set of arbitrary symbols (words) which are placed in orderly relationship with one another according to conventions accepted and understood by the speakers for the transmission of messages

linguistic - the scientific study of human language

metaphor - a figure of speech in which a word or a pheme literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between then (e.g., the ship plows the sea) morpheme - the smallest meaningful units in the structure of a word

paralanguage - non verbal language such as gestures or body language

pejoration - a word, suffix, a phrase which tends to make worse

phoneme - the smallest significant unit of speech, the speech sounds of a language

phonology - the study of the function of speech sound

pitch - the highness or lowness of a sound - the frequency of the vibrations of sound waves reaching the listener's ears.

rebus - a representation of words or syllables by pictures of objects whose names resemble the intended words

stress - changes in a speaker's volume

syntax - that phrase of grammar - a series of rules or a set of directions for generating new sentences as well as patterns for the analysis of existing sentences

transformational grammar - a series of rules or a set of directions for generating new sentences as well as patterns for the analysis of existing sentences.

LEVEL K-2

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	B
A SYMBOL IS AN ABSTRACTION FROM REALITY	The students: look at themselves in a mirror and describe what they see.	The st tran mess
		desc obje
	look at themselves in a mirror and draw a picture to show what they see as a symbol of themselves. The students may give or write a list of descriptive words of what they see.	iden with just desc an c
	describe the feeling, the smell or the sound associated with an object hidden in a bag or box	for mak draw inte mak tran to
	identify unknown object from description given by another student or by the teacher.	tran to a desc obje

LEVEL K-2

NGUAGE IS SYMBOLIC

	Learning Experiences	Behavioral Skills
TRACTION	The students: look at themselves in a mirror and describe what they see.	The student: transposes a non-verbal message to verbal response describes attributes of objects
	look at themselves in a mirror and draw a picture to show what they see as a symbol of themselves. The students may give or write a list of descriptive words of what they see.	identifies written symbols with spoken language justifies opinions (own) describes attributes of an object
	describe the feeling, the smell or the sound associated with an object hidden in a bag or box	forms sensory images makes generalizations or draws conclusions interprets facts makes comparisons transposes a non-verbal to a verbal response
	identify unknown object from description given by another student or by the teacher.	transposes a non-verbal to a verbal response describes attributes of objects

CONCEPT I - LANGUAGE IS SYMBOLIC

Understanding	Learning Experiences	
MAN IS A SYMBOL MAKING ANIMAL	The students:	The stu
	discuss familiar symbols. Example: road signs, shape, colors	makes concl
		assoc writt
		expre messa
		descr
	dramatize a given situation using puppets or other media. Example: eating, sleeping	disti fanta
	draw pictures for a rebus story concerning recent activities	makes inat
	tell a story about an abstract picture Example: an ink blot	forms
		uses

LEVEL K-2

UAGE IS SYMBOLIC

ng	Learning Experiences	Behavioral Skills
MAKING ANI -	The students:	The student:
	discuss familiar symbols. Example: road signs, shape, colors	makes generalizations or draws conclusions
		associates literal meaning with written symbol
		expresses a thought as a verbal message
		describes attributes of an object
	dramatize a given situation using puppets or other media. Example: eating, sleeping	distinguishes between fact and fantasy
	draw pictures for a rebus story concerning recent activities	makes aural and visual discrimination through contextual clues
	tell a story about an abstract picture Example: an ink blot	forms sensory images
		uses a picture dictionary

LEVEL K-2

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Beh
THE SOUNDS OF A WORD MAY SUGGEST ITS MEANING	The students: listen to pre-recorded sounds and match them with appropriate picture Example: the sound of a telephone with the picture of a telephone	The student: identifies differences forms senso makes aural ination thr perception:

GE IS SYMBOLIC

dings	Learning Experiences	Behavioral Skills
D MAY	The students: listen to pre-recorded sounds and match them with appropriate picture Example: the sound of a telephone with the picture of a telephone	The student: identifies likenesses and differences in sounds: gross forms sensory image makes aural and visual discrimination through auditory perception: gross sound

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Beh
WORDS HAVE SYMBOLIC REFERENCE	The students:	The student
	discuss objects that are not in the room in order to help them to better understand that *language makes it possible to* communicate with others about things which they have seen, but which are not present. Example: rocket, giraffe, an apple, a car	forms se gathers identifi with spo
	look at a list of words and tell about what they visualize when they see the words. Example: fence, highway, dog, mother, shoe, cookie After the discussion the students are shown pictures in which the same objects refer to specific things Example: a white fence, a dual lane highway	perceive have mul interpre language
	look at a picture and discuss it. As they talk the teacher notes the words they use. She then records some of then on a chart or blackboard being sure that some are nouns and some are not. Students underline the words which "name" the objects in the picture (nouns)	forms' se identifi with spo

LEV K-2

AGE IS SYMBOLIC

s	Learning Experiences	Behavioral Skills
C REFER-	The students:	The student:
	discuss objects that are not in the room in order to help them to better understand that language makes it possible to communicate with others about things which they have seen, but which are not present. Example: rocket, giraffe, an apple, a car	forms sensory images gathers information identifies written symbols with spoken language
	look at a list of words and tell about what they visualize when they see the words. Example: fence, highway, dog, mother, shoe, cookie After the discussion the students are shown pictures in which the same objects refer to specific things Example: a white fence, a dual lane highway	perceives that words may have multiple meanings interprets picturesque language
	look at a picture and discuss it. As they talk the teacher notes the words they use. She then records some of then on a chart or blackboard being sure that some are nouns and some are not. Students underline the words which "name" the objects in the picture (nouns)	forms sensory images identifies written symbols with spoken language

LEVEL [illegible]-2

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral
LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND IT'S REFERENT	The students:	The student
	play a game in which one student leaves the room while the others decide on an object to talk about calling it by another name Example: a trash can can be called a "geezebo" When the student who left the room returns the others give clues about the object selected using its new name	makes ge draws co asks rel makes re distingu fantasy expresse message
	Variations: More than one child may go out of the room The names of more than one object in the room may be changed	
	Follow-up discuss why a trash can is called a trash can. Couldn't it be called a geezebo or something else? Why are you called John or Mary? Do you look like all boys named John? Could you be called something else?	
	draw individual pictures of a "creature" giving it a one word name. They do not show their pictures to anyone else. Each child writes one sentence under his picture using the name of the "creature" Example: "my foofuu is mean"	expresse message states found i

LEVEL 1-2

GE IS SYMBOLIC

ings	Learning Experiences	Behavioral Skills
ARY: L CONNEC- ORD AND	ne students:	The student:
	play a game in which one student leaves the room while the others decide on an object to talk about calling it by another name Example: a trash can can be called a "geezebo" When the student who left the room returns the others give clues about the object selected using its new name **Variations:** More than one child may go out of the room The names of more than one object in the room may be changed **Follow-up** discuss why a trash can is called a trash can. Couldn't it be called a geezebo or something else? Why are you called John or Mary? Do you look like all boys named John? Could you be called something else?	makes generalizations and draws conclusions asks relevant questions and makes relevant comments distinguishes between fact and fantasy expresses a thought as a verbal message
	draw individual pictures of a "creature" giving it a one word name. They do not show their pictures to anyone else. Each child writes one sentence under his picture using the name of the "creature" Example: "my foofuu is mean"	expresses thoughts as a verbal message states main ideas and details found in pictures

LEVEL K-2

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavio
LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND IT'S REFERENT	The students:	The studen
	talk about the picture they have drawn. Their attention may focus on the idea that the word symbol means nothing to the others until they know what it stands for	relat write trans from
	Follow-up put pictures on board or wall with labels children have given them. The children discuss whether or not changing the names would change the attributes of their creature	
LANGUAGE MUST BE LEARNED	listen to a tape recording of a baby crying and making other sounds. Discuss how babies everywhere first communicate Example: crying because he is wet or hungry	makes draws write relat them ident diffe ident as ch
	close their eyes and listen to sounds around them. They list the names of the things making the sounds, and discuss what would happen if there were no names for the sounds. They may give new names for the sounds which have been made, (The sound of an airplane may be called whizz)	ident diffe forms relat speci

LEVEL K-2

UAGE IS SYMBOLIC

ings	Learning Experiences	Behavioral Skills
TRARY: RAL CONNEC- WORD AND	The students:	The student:
	talk about the picture they have drawn. Their attention may focus on the idea that the word symbol means nothing to the others until they know what it stands for	relates ideas as teacher writes them transfers sentence patterns from oral to written form
	Follow-up put pictures on board or wall with labels children have given them. The children discuss whether or not changing the names would change the attributes of their creature	
LEARNED	listen to a tape recording of a baby crying and making other sounds. Discuss how babies everywhere first communicate Example: crying because he is wet or hungry	makes generalizations or draws conclusion writes clearly and concisely relates ideas as teacher writes them identifies likenesses and differences in sounds identifies voice change signals as changes in feeling
	close their eyes and listen to sounds around them. They list the names of the things making the sounds, and discuss what would happen if there were no names for the sounds. They may give new names for the sounds which have been made, (The sound of an airplane may be called whizz)	identifies likenesses and differences in sounds forms sensory images relates environmental sound to specific situation

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behav
PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSION AND GESTURES	The students:	The stude
USE OF TIME	read "A Cowboy Can" and then make simple line drawings to represent actions of the cowboy's day Example: cowboy getting out of bed in morning, cowboy eating breakfast display the drawings in random order and then discuss and place in sequence	determ follow
PLACEMENT OF TIME	make different pictures using two sets of identical shapes consisting of rectangles, squares, circles, triangles, and semi-circles, and discuss their completed products	makes draws
	describe how materials of different textures feel	transp messag respon forms
	dramatize tactile situations Example: patting the baby, hugging a friend, shaking hands	forms expres verbal

LEV K-2

UAGE IS SYMBOLIC

ngs	Learning Experiences	Behavioral Skills
NICATE NON- THE USE OF IN SPACE, PRESSION	The students: read "A Cowboy Can" and then make simple line drawings to represent actions of the cowboy's day Example: cowboy getting out of bed in morning, cowboy eating breakfast display the drawings in random order and then discuss and place in sequence	The student: determines sequence of events follows oral directions
E	make different pictures using two sets of identical shapes consisting of rectangles, squares, circles, triangles, and semi-circles, and discuss their completed products	makes generalizations and draws conclusions
	describe how materials of different textures feel	transposes a non-verbal message into a verbal response forms sensory images
	dramatize tactile situations Example: patting the baby, hugging a friend, shaking hands	forms sensory images expresses a thought as a verbal message

LEVEL K-

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavior
PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS, AND GESTURES	The students:	The student:
FACIAL EXPRESSIONS	dramatize a telephone conversation with and without facial expressions to identify the differences in mood and meaning	identifi expresse verbal
GESTURES	make body parts; head, two upper arms, two lower arms with hands, neck and torso, two upper legs, and two lower legs with feet, they then position the body parts to show gestures indicating "yes", "no", "stop", "permission", "come", "help".	transpo message ponse identif
PEOPLE CAN COMMUNICATE THROUGH PARA-LANGUAGE	draw picture from a given word or sound. No other clues but the word are given Example: Sh!	forms s identif express verbal
	write three sentences about the meaning of a given word or sound Example: Ugh!	forms s

LEVEL K-.

S SYMBOLIC

	Learning Experiences	Behavior Skills
E NON- USE OF ACE, IONS, S	The students: dramatize a telephone conversation with and without facial expressions to identify the differences in mood and meaning	The student: identifies tone and mood expresses a thought as a verbal message
	make body parts: head, two upper arms, two lower arms with hands, neck and torso, two [illegible] legs, and two lower legs with [illegible], they then position the body [illegible] to show gestures indicating "[illegible]", "no", "stop", "permission", "come", "help".	transposes a non-verbal message into a verbal response identifies mood
E	draw picture from a given word or sound. No other clues but the word are given Example: Sh!	forms sensory image identifies tone or mood expresses a thought as a verbal message
	write three sentences about the meaning of a given word or sound Example: Ugh!	forms sensory image

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavio
PEOPLE CAN COMMUNICATE THROUGH PARA-LANGUAGE	The Students:	The student:
		identifies
		transfers from oral
		writes bas various pu express of emot
	listen to the teacher, who will say a word, such as, "Ouch". The students will tell in his own words what message the teacher got across by saying "Ouch"	identifies as changes
		identifies
		forms sens
		expresses verbal mes
	respond with one word to a given set of circumstances Example: "You are out in the grass playing ball. Your sister hits you with a bat. What would you say?"	forms sens
		discrimina pitch, int of sounds
		expresses message

E IS SYMBOLIC

ings	Learning Experiences	Behavioral Skills
CATE GE	The Students:	The student: identifies tone or mood transfers sentence pattern from oral to written form writes basic patterns for various purposes: expresses strong feelings of emotions
	listen to the teacher, who will say a word, such as, "Ouch". The students will tell in his own words what message the teacher got across by saying "Ouch"	identifies voice change signals as changes in feelings identifies tone or mood forms sensory images expresses a thought as a verbal message
	respond with one word to a given set of circumstances Example: "You are out in the grass playing ball. Your sister hits you with a bat. What would you say?"	forms sensory images discriminates among rhythm, pitch, intensity and patterns of sounds expresses a thought as a verbal message

ASSESSMENT ACTI -2

CONCEPT I
LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Beha
A SYMBOL IS AN ABSTRACTION FROM REALITY	The students:	The stude
MAN IS A SYMBOL MAKING ANIMAL	listen to prerecorded sounds from the city and pre-recorded sounds from the country. The teacher and the students discuss the different sounds and the names for the sounds	ident diffe g
		relat tp sp
SOME SETS OF SOUNDS MAY HAVE EVOCATIVE SYMBOLIC MEANING		expre verba
WORDS HAVE SYMBOLIC REFERENCE		makes discr audit
LANGUAGE MUST BE LEARNED		
	students use magazines to find pictures that represent the sound they heard.	respo a ver
		ident
		gathe
		coll a var
	Two large collages are formed. One for city sounds and one for country sounds	make
		spea
	The students tell why they placed each picture in its specific area.	

ASSESSMENT ACTI[illegible]-2

CONCEPT I
LANGUAGE IS SYMBOLIC

ngs	Learning Experiences	Behavioral Skills
STRACTION AKING NDS MAY HAVE C MEANING LIC REFERENCE LEARNED	The students: listen to prerecorded sounds from the city and pre-recorded sounds from the country. The teacher and the students discuss the different sounds and the names for the sounds students use magazines to find pictures that represent the sound they heard. Two large colleges are formed. One for city sounds and one for country sounds The students tell why they placed each picture in its specific area.	The student: identifies likenesses and differences in sound: gross sound relates environment sound tp specific situation expresses a thought as a verbal message makes aural and visual discriminations through auditory perception responds non-verbally to a verbal message identifies needed information gathers information collects information from a variety of sources makes generalizations speaks clearly

CONCEPTS II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavi
COMMUNICATION INVOLVES: A SENDER, A MESSAGE, AND A RECEIVER	The students:	The stude
	play the game "Simon Says". The teacher encourages the children to give specific directions during the game.	follo speak
	working in pairs, make a tape recording of a short conversation dramatizing a situation Example: a policeman telling a driver to stop.	speak keeps
	identify role and occupation in taped conversation. Make a chart in the form of a sender, message, receiver Example: sender — message — receiver policeman — Stop! — driver child — Help! — fireman child — It hurts! — doctor	ident ident forms ident notes betwe
	give an oral presentation using a TV consolepuppet theater. Example: a weather forecast, an advertisement, a news report or personal experience.	expre verba speak
	discuss the purpose of the presentation	idant

NGUAGE IS USED TO COMMUNICATE

s	Learning Experiences	Behavioral Skills
VOLVES: A E, AND A	The students:	The student:
	play the game "Simon Says". The teacher encourages the children to give specific directions during the game.	follows directions speaks clearly
	working in pairs, make a tape recording of a short conversation dramatizing a situation Example: a policeman telling a driver to stop.	speaks clearly keeps to topic under discussion
	identify role and occupation in taped conversation. Make a chart in the form of a sender, message, receiver Example: sender — message — receiver policeman — Stop! — driver child — Help! — fireman child — It hurts! — doctor	identifies main idea identifies tone or mood forms sensory images identifies main and sub-topics notes specific relationships between the two
	give an oral presentation using a TV consolepuppet theater. Example: a weather forecast, an advertisement, a news report or personal experience.	expresses a thought as a verbal message speaks clearly
	discuss the purpose of the presentation	identifies main idea

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning experiences	Behav
THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE	The students:	The studen
	discuss with the teacher how a rancher identifies his cattle. The students are lead to discover that code is used by ranchers, and that it is important to use one. Example: cowboy code - A+Ʉ, C=Û, D=◇̂	evaluate variety Exam makes au tions: a with wri
	look at pictures which depict action. Example: sleeping, walking, running. From another group of pictures one child selects a picture which corresponds with an example shown. Through the clues he gives in describing his picture the other students identify it with the matching example	expresse message speaks c
	emphasize the idea that the code must be understood by the receiver as well as the sender	identifi spoken l writes r determin
	look at well known symbols, discuss their meanings, and suggest reasons why they are easily understood. Example: flag, skull and cross-bones; heart, dollar sign, donkey, elephant	identifi spoken l makes au ations t clues

LE K-2

GUAGE IS USED TO COMMUNICATE

ndings	Learning experiences	Behavioral Skills
BE MUTUALLY	The students:	The student:
	discuss with the teacher how a rancher identifies his cattle. The students are lead to discover that code is used by ranchers, and that it is important to use one. Example: cowboy code - A+Ŭ, C=Û, D=Ô	evaluates information from a variety of sources Example: people makes aural and visual discriminations: associates literal meanings with written symbols
	look at pictures which depict action. Example: sleeping, walking, running. From another group of pictures one child selects a picture which corresponds with an example shown. Through the clues he gives in describing his picture the other students identify it with the matching example	expresses a thought as a verbal message speaks clearly
	emphasize the idea that the code must be understood by the receiver as well as the sender	identifies written symbols with spoken language writes related ideas determines sequence of events
	look at well known symbols, discuss their meanings, and suggest reasons why they are easily understood. Example: flag, skull and crossbones; heart, dollar sign, donkey, elephant	identifies written symbols with spoken language makes aural and visual discriminations through picture-objects clues

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavi
LANGUAGE INFORMS, INFLUENCES, AND ENTERTAINS	The students:	The stude
INFLUENCES	bring in empty cereal boxes. Each student tells why his mother buys a particular kind of cereal. The children then discuss ways in which one cereal may be described so that people would buy it. Ideas expressed might include: its taste, and/or appearance, prizes included in the box, pictures on the outside of the box, coupons, TV personality advertising, and price.	disting view evaluat speaks descri keeps makes
ENTERTAINS	listen to pre-recorded animal sounds. They pretend to be the animals they hear.	identi differe relate to spe forms

NGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
, INFLUENCES, S	The students: bring in empty cereal boxes. Each student tells why his mother buys a particular kind of cereal. The children then discuss ways in which one cereal may be described so that people would buy it. Ideas expressed might include: its taste, and/or appearance, prizes included in the box, pictures on the outside of the box, coupons, TV personality advertising, and price.	The student: distinguishes various points of view evaluates information from people speaks clearly describes attributes of object keeps to topic under discussion makes relevant comments
S	listen to pre-recorded animal sounds. They pretend to be the animals they hear.	identifies likenesses and differences in sounds: gross relates environmental sounds to specific situation forms sensory images

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavi
LANGUAGE INFORMS, INFLUENCES AND ENTERTAINS.	The students:	The stude
INFORMS	listen to a recorded short story. After the story they listen to questions which are time-lagged to allow the students to draw pictures representing the answers to the question. Example: Mother sent John to the store. She wanted him to buy six apples. John brought the apples home in his wagon. Question: Where did John go? What did he buy? In what did he put the apples?	identif forms evaluat states found i uses fa and ger

LEVEL K-2

ANGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
INFLUENCES	The students: listen to a recorded short story. After the story they listen to questions which are time-lagged to allow the students to draw pictures representing the answers to the question. Example: Mother sent John to the store. She wanted him to buy six apples. John brought the apples home in his wagon. Question: Where did John go? What did he buy? In what did he put the apples?	The student: identifies main idea forms sensory images evaluates information from tapes states main ideas and details found in stories uses facts to make deductions and genrealizations.

LEVF 2

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavior
LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES	he students:	The student:
	taste different kinds of fruits. Example: passion fruit, ugli fruit pomegranate, fig, kiwi fruit, quince, date. talk about how each fruit tasted and how they may have felt after tasting each kind	expresses message describes makes gene conclusion
	complete similies using descriptive words. Example: as soft as _______________ it flew like a ___________ it fell like a ___________	identifies ences in s forms sens makes gene conclusion
	place a variety of objects on the overhead projector and identify each object by looking at its shadow	makes visu through pi makes gene conclusion

LEVEL 2

NGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
SSIBLE THE ERCEPTIONS	he students:	The student:
	taste different kinds of fruits. Example: passion fruit, ugli fruit pomegranate, fig, kiwi fruit, quince, date.	expresses a thought as a verbal message describes attributes of objects
	talk about how each fruit tasted and how they may have felt after tasting each kind	makes generalizations or draws conclusions
	complete similies using descriptive words. Example: as soft as ________ it flew like a ________ it fell like a ________	identifies likenesses and differences in speech: vocabulary forms sensory images makes generalizations and draws conclusions
	place a variety of objects on the overhead projector and identify each object by looking at its shadow	makes visual discriminations through picture object clues makes generalizations and draws conclusions

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavio
LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSIONS AND EXPRESSIONS IN	The students:	The student
OBSERVING SPEAKING LISTENING READING WRITING	make and watch some type of observation center Example: weather, seed growth, live animals, terrariums and aquariums Note: records, charts, or diaries which show growth, movement and/or changes may be kept	determine draws con describes sees caus makes com predicts
	view a filmstrip without sound, then create and tell a story appropriate to the content of the filmstrip Follow-up: Students draw pictures to illustrate the oral interpretation	speaks cle identifies expresses message keeps the makes rele transfers oral to wr writes rel

LEVEL K-2

NGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
TION IN- MPRESSIONS	The students: make and watch some type of observation center Example: weather, seed growth, live animals, terrariums and aquariums Note: records, charts, or diaries which show growth, movement and/or changes may be kept view a filmstrip without sound, then create and tell a story appropriate to the content of the filmstrip Follow-up: Students draw pictures to illustrate the oral interpretation	The student: determines sequence of events draws conclusions describes attributes of objects sees cause and effect relationships makes comparisons predicts outcomes speaks clearly identifies needed information expresses a thought as a verbal message keeps the topic under discussion makes relevant comments transfers sentence patterns from oral to written writes related ideas

LEVE 2

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavior
LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSIONS AND EXPRESSIONS IN OBSERVING LISTENING SPEAKING READING WRITING	The students: develop a sentence from a given pattern by using pictures Example: I see children. I see Indian children. I see Indian children dancing.	The student: transposes a verbal r identifies identifies makes aura tions thro pic cor interprets
	make a consonant picture dictionary by pasting pictures of representive objects on pages with the appropriate initial consonant	identifies in sounds fin relates sc makes aura inations t audi uses a pic selects r collects i of sources

LEVE 2

NGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
TION IN- PRESSIONS	The students:	The student:
	develop a sentence from a given pattern by using pictures Example: I see children. I see Indian children. I see Indian children dancing.	transposes a non-verbal message into a verbal response identifies main ideas identifies details related to topics makes aural and visual discriminations through picture-object clues contextual clues interprets meaning through phrasing
	make a consonant picture dictionary by pasting pictures of representive ob[illegible] on pages with the appropriate initial consonant	identifies likenesses and differences in sounds fine sounds relates sounds to letters makes aural and visual discriminations through auditory perception uses a picture dictionary selects relevant information collects information from a variety of sources

ASSESSMENT ACTIVITY K-2

CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavi
COMMUNICATION INVOLVES A SENDER, A MESSAGE, AND A RECEIVER	The students: plan a filmstrip of a favorite story.	The student states t
THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE	each writes a part of the story in his own words on a large sheet of paper.	writes b various
LANGUAGE INFORMS, INFLUENCES, AND ENTERTAINS		states m
		writes p purpose
LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES	will follow the written story with a picture	identifi
		responds a verbal
LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN:	illustrate his part of the story.	interpret
	put the pictures and writing together and make the filmstrip.	places i
1. Observing		determin
2. Listening	record the complete story on a tape or a video tape.	speaks c
3. Speaking		identifie with spo
4. Reading		
5. Writing	send written invitations to another class to come and view the production	writes m

ASSESSMENT ACTIVITY K-2

CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
LVES A AND A	The students:	The student:
	plan a filmstrip of a favorite story.	states the problem
BE NDABLE	each writes a part of the story in his own words on a large sheet of paper.	writes basic patterns for various purposes
INFLUEN- NS		states main ideas and details
		writes paragraph for specific purpose
SSIBLE OF PER- RIENCES	will follow the written story with a picture	identifies main idea
		responds non-verbally to a verbal message
ATION F IM- ESSION	illustrate his part of the story.	interprets facts
	put the pictures and writing together and make the filmstrip.	places ideas in sequence
		determines cause and effect
	record the complete story on a tape or a video tape.	speaks clearly
		identifies written symbol with spoken language
	send written invitations to another class to come and view the production	writes manuscript letters

LEVEL K-2

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavi
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING ALL SPEECH IS DIALECTAL	The students: make pancakes, recognize, and identify regional names of the same product.	The student identifi differen vocabu word m makes ge evaluate a variety as peopl
DIALECTS ARE VARIETIES OF LANGUAGE WHICH DIFFER FROM EACH OTHER IN PRONUNCIATION, VOCABULARY, AND GRAMMER.	form small in-groups representing people of different dialects. Example: watermen, members of the military, and tobacco farmers.	identifi differen vocabu word m identifi differen word s perceive have mul
AN IN-GROUP DIALECT IS A FUNCTIONAL VARIETY USED TO EXCLUDE NON-MEMBERS AND TO GIVE IDENTIFICATION TO GROUP MEMBERS.	form small in-groups with each group developing its own code words which distinguishes it from the other groups. The students role play social scenes using the code language.	identifi differen vocabu meanin makes ge perceive have mul

LEVEL K-2
LANGUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
BECAUSE OF CIAL SETTING S DIALECTAL	The students: make pancakes, recognize, and identify regional names of the same product.	The student: identifies likenesses and differences in speech: vocabulary word meaning makes generalizations evaluates information from a variety of sources such as people
VARIETIES WHICH DIFFER HER IN PRO- VOCABULARY,	form small in-groups representing people of different dialects. Example: watermen, members of the military, and tobacco farmers.	identifies likenesses and differences in speech: vocabulary word meaning identifies likenesses and differences in sounds: word sounds perceives that words may have multiple meanings
DIALECT IS VARIETY UDE NON- TO GIVE ON TO S.	form small in-groups with each group developing its own code words which distinguishes it from the other groups. The students role play social scenes using the code language.	identifies likenesses and differences in speech: vocabulary meaning makes generalizations perceives that words may have multiple meanings

LEVEL K-2

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavio
LANGAUGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING	The students:	The student
SOCIALIZATION PROCESESS AND GEOGRAPHIC ISOLATION ACCOUNT FOR THE DEVELOPMENT OF DIFFERENT LANGUAGES AND OF DIFFERENT DIALECTS WITHIN A LANGUAGE.	listen to selected readings from different regions of the United States and discuss the differences in dialect. Example: Mid-West, New England, and the South	identifie ference fine discrimin and patte makes ge
LANGUAGE CHANGES HISTORICALLY	Use names of commercial products from newspaper and magazine ads to make compound words.	evaluate a variety magazin newspap
WORDS ENTER OUR LANGUAGE IN MANY WAYS COMPOUNDING		makes au discrimin structur compou uses root meaning gathers
WORDS ENTER OUR LANGUAGE IN MANY WAYS COINING	discover how the names of objects have changed by talking to people and looking through books. Example: sofa, couch, divan, victrola, phonograph, hi-fi, horseless carriage, automobile, car	selects a variety identifie differenc vocabul makes ge draws co

LEVEL K-2

LANGUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
	The students:	The student:
BECAUSE OF CIAL SETTING ON PROCESESS HIC ISO- UNT FOR THE OF DIF- UAGES AND OF IALECTS WITH- GE.	listen to selected readings from different regions of the United States and discuss the differences in dialect. Example: Mid-West, New England, and the South	identifies likenesses and difference in sounds: fine sounds discriminates among rhythm and patterns of sound makes generalizations
HISTORICALLY OUR LANGUAGE S DING	Use names of commercial products from newspaper and magazine ads to make compound words.	evaluates information from a variety of sources: magazines newspapers makes aural and visual discriminations through structural analysis: compound words uses root words to derive meaning gathers information
R OUR N MANY	discover how the names of objects have changed by talking to people and looking through books. Example: sofa, couch, divan, victrola, phonograph, hi-fi, horseless carriage, automobile, car	selects information from a variety of sources identifies likeness and differences in speech: vocabulary makes generalization and draws conclusions

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavioral
LANGUAGE CHANGES HISTORICALLY	ne students:	The student
WORDS ENTER OUR LANGUAGE IN MANY WAYS AFFIXING	pantomime changes in words using prefixes or suffixes. Example: happy and unhappy	makes aur discrimin structura
		identifie differenc pattern
	use pictures to show relationships to the root word. Example: young, younger, youngest	places id
		makes aur criminati tural ana
		identifie differenc word so
		Uses root to derive
		uses root derive me
WORDS ENTER OUR LANGUAGE IN MANY WAYS BORROWING FOREIGN EXPRESSIONS	listen to a child from another country giving the names of familiar things in foreign language	interpret language vocabular
		identifie differenc fine so
		identifie differenc vocabul

LEVE 2

UAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
ISTORICALLY	he students:	The student:
OUR LANG- WAYS	pantomime changes in words using prefixes or suffixes. Example: happy and unhappy	makes aural and visual discrimination through structural analysis
		identifies likenesses and differences in speech: patterns
	use pictures to show relationships to the root word. Example: young, younger, youngest	places ideas in sequence
		makes aural and visual discrimination through structural analysis
		identifies likenesses and differences in sounds: word sounds
		Uses root words and affixes to derive meaning
		uses root words and affixes to derive meaning
OUR MANY	listen to a child from another country giving the names of familiar things in foreign language	interprets picturesque language and specialized vocabulary
FOR- ESSIONS		identifies likenesses and differences in sounds: fine sounds
		identifies likenesses and differences in speech: vocabulary

ASSESSMENT ACTIVIT -2

CONCEPT III
LANGUAGE CHANGES CONSTNATLY

Understnadings	Learning Experiences	Behavior
LANGUAGE CHANGES HISTORICALLY	The students: discuss different ways of travelling, past and present, through filmstrips, books, records, TV, and tapes.	The student: identifies gathers inf collects i a variety determines reading
	set up a display and label the different modes of transportation	associates with writt
	prepare a progressive picture chart showing a simple time line of one mode of transportation.	places ide interprets
	label each picture using a date and name to show the change through the years. Example: 1770 - Cugnot's Steamer 1865 - Roper Steam Carriage 1885 - Benz Gas Carriage 1896 - Ford 1900 - Riker Electric 1908 - Model T	identifies writes manu

ASSESSMENT ACTIVIT -2

CONCEPT III
LANGUAGE CHANGES CONSTNATLY

	Learning Experiences	Behavioral Skills
STORICALLY	The students: discuss different ways of travelling, past and present, through filmstrips, books, records, TV, and tapes.	The student: identifies needed information gathers information collects information from a variety of sources determines purpose for reading
	set up a display and label the different modes of transportation	associates literal meanings with written symbol
	prepare a progressive picture chart showing a simple time line of one mode of transportation.	places ideas in sequence interprets facts
	label each picture using a date and name to show the change through the years. Example: 1770 - Cugnot's Steamer 1865 - Roper Steam Carriage 1885 - Benz Gas Carriage 1896 - Ford 1900 - Riker Electric 1908 - Model T	identifies main idea writes manuscript letter

LEVEL K-2

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavio
APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR	The students:	The student
	compose two group letters one to a sick classmate and the other a business letter. Example: information for a field trip requisition for supplies and materials from the cafeteria or library. They compare the language patterns and discuss the appropriateness of each.	express a message makes comp contrasts relates id them identifies identifies follows cu punctuatio writes let to represe
	dramatize introductions between a child and people of various walks of life. Example: an introduction to a new child, a doctor, a clergyman, a grandmother, a teenager.	speaks cle shifts the the situat identifies makes comp contrasts

LEVEL K-2

ANGUAGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
AGE ORDING TO IN WHICH	The students:	The student:
	compose two group letters one to a sick classmate and the other a business letter. Example: information for a field trip requisition for supplies and materials from the cafeteria or library. They compare the language patterns and discuss the appropriateness of each.	express a thought as a verbal message makes comparisons contrasts relates ideas as teacher writes them identifies main idea identifies tone or mood follows current practice in use of punctuation and capitalization writes letters in specific patterns to represent spoken words
	dramatize introductions between a child and people of various walks of life. Example: an introduction to a new child, a doctor, a clergyman, a grandmother, a teenager.	speaks clearly shifts the level of speech to fit the situation identifies tone and mood makes comparisons contrasts

LEVEL K-2

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavior
LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE	The students: talk about playground experiences (fighting, games, and newly found articles) and discuss the different means of expression used in each experience	The studen expresse verbal m makes ge draws co states t
LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY	portray different roles using hats to motivate dramatization. Example: baby bonnets, farmer's straw hat, Mexican sombrero, nurse's hat, fireman's hat	distingui of view identifie ferences vocabula shifts th fit the s makes com izations

LEVEL K-2

NGUAGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
CULTURE NES E	ne students: talk about playground experiences (fighting, games, and newly found articles) and discuss the different means of expression used in each experience	The student: expresses a thought as a verbal message makes generalizations or draws conclusions states the problem
LECTS L	portray different roles using hats to motivate dramatization. Example: baby bonnets, farmer's straw hat, Mexican sombrero, nurse's hat, fireman's hat	distinguishes various points of view identifies likenesses and differences in speech: vocabulary - patterns shifts the level of speech to fit the situation makes comparisons and generalizations

LEVEL K-2

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Sk
A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENERS OR READERS	The students: listen to selections from books written by the same author for different age levels and discuss the differences pertaining to age, interests, and background Example: Blueberries for Sal and Homer Price by Rober McCloskey, or Just So Stories and The Jungle Book by Rudyard Kipling.	The student: identifies lik ferences in sp vocab synta patte identifies to distinguishes and fantasy evaluates the presentation makes compari listens to en various forms
SHIFTING LOYALTIES AND GOALS BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERNS	complete a job application form for classroom helpers. Example: Name ________ Address ________ Age ___ Job ________ Phone ________ Why do you want the job? ________ References: ________	writes manusc identifies ne selects relev writes clearl decides wheth true or false

LEVEL K-2

A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
D- ND RS	The students: listen to selections from books written by the same author for different age levels and discuss the differences pertaining to age, interests, and background Example: Blueberries for Sal and Homer Price by Rober McCloskey, or Just So Stories and The Jungle Book by Rudyard Kipling.	The student: identifies likenesses and differences in speech: vocabulary syntax patterns identifies tone or mood distinguishes between fact and fantasy evaluates the organization of a presentation makes comparisons listens to enjoy literature in various forms
DALS E	complete a job application form for classroom helpers. Example: Name __________ Address __________ Age ___ Job __________ Phone __________ Why do you want the job? __________ References: __________	writes manuscript letters identifies needed information selects relevant information writes clearly and concisely decides whether statements are true or false

ASSESSMENT ACTIVITY K-

CONCEPT IV
LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skill
APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR	The students:	The student:
	write a name of a storybook character, occupation title, or family member on a strip of paper. All slips are placed in a container and each student draws a slip	identifies writte with spoken langu
A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER		writes manuscript
		follows oral dire
SHIFTING LOYALTIES AND GOALS BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERNS.	role play the title written on the slip	identifies main i
		speaks clearly
LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE.		expresses a thoug verbal message
LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY	guess whom each child is trying to portray.	makes generalizat
	write an experience story about the character they liked best.	writes basic patt for various purpo
		writes paragraph for specific purp

ASSESSMENT ACTIVITY K-

CONCEPT IV
LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
NS L	The students:	The student:
	write a name of a storybook character, occupation title, or family member on a strip of paper. All slips are placed in a container and each student draws a slip	identifies written symbols with spoken language
RS K-		writes manuscript letters
		follows oral directions
LS		
	role play the title written on the slip	identifies main idea
		speaks clearly
ND		expresses a thought as a verbal message
UP	guess whom each child is trying to portray.	makes generalizations
	write an experience story about the character they liked best.	writes basic patterns for various purpose
		writes paragraph for specific purpose

LEVEL K-2

CONCEPT - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skil
LANGUAGE IS A POWERFUL INSTRUMENT FOR CONTROLLING THOUGHTS AND ACTIONS	The students: pretend they are salesmen. Example: Three students attempt to sell a box of crayons. The class decides from which salesman they would buy. They discuss the reasons why they chose a particular salesman	The student: discribes attribu evaluates informa of sources such a decides whether s or false expresses a thoug message makes comparisons makes generalizat clusions justifies opinion speaks clearly rates items
LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY	play a game in which one student is blindfolded while another student attempts to follow the directions to a specific destination	follows oral dire speaks clearly forms sensory ima responds non-verb message

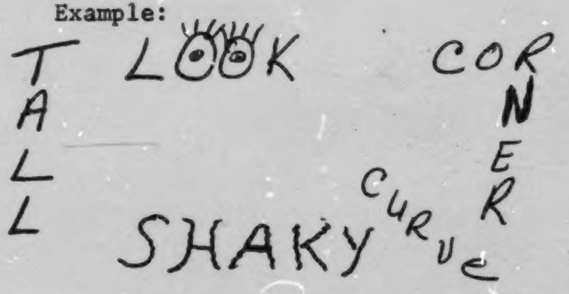
	Learning Experiences	Behavioral Skills
	The students:	The student:
	pretend they are salesmen. Example: Three students attempt to sell a box of crayons. The class decides from which salesman they would buy. They discuss the reasons why they chose a particular salesman	discribes attributes of objects evaluates information from a variety of sources such as people decides whether statements are true or false expresses a thought as a verbal message makes comparisons makes generalizations or draws conclusions justifies opinions speaks clearly rates items
RE	play a game in which one student is blindfolded while another student attempts to follow the directions to a specific destination	follows oral directions speaks clearly forms sensory images responds non-verbally to a verbal message

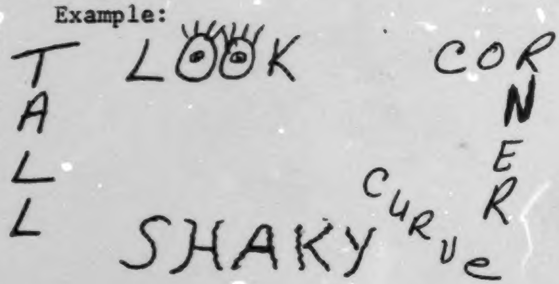
Understandings	Learning Experiences	Behavior Skills
	The students:	The student:
SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE	are introduced to The House of Four Seasons by Roger Duvoisin. They discuss the changes in the house in the different seasons. Follow-up The students draw a picture of a house depicting a season. Teacher or students label the picture according to the suggested season.	identifies tone or makes comparisons determines sequence forms sensory image describes attribute identifies needed i selects relevant in
LANGUAGE IS INFLUENCED BY MASS MEDIA	talk about where they have heard the following expressions: "What you see is what you get." "Sock it to me!" "Dingbat!" "I can't believe I ate the whole thing!" "Thanks, I needed that." "Try it, you'll like it." after the discussion the teacher directs the attention of the student to the influence of mass media on today's communication. Students may also develop a list of media.	makes generalizatio interprets connotat of words agrees on the meani expressions

LEVEL K-2

Learning Experiences	Behavior Skills
The students:	The student:
are introduced to The House of Four Seasons by Roger Duvoisin. They discuss the changes in the house in the different seasons. Follow-up The students draw a picture of a house depicting a season. Teacher or students label the picture according to the suggested season.	identifies tone or mood makes comparisons determines sequence of events forms sensory images describes attributes of objects identifies needed information selects relevant information
talk about where they have heard the following expressions: "What you see is what you get." "Sock it to me!" "Dingbat!" "I can't believe I ate the whole thing!" "Thanks, I needed that." "Try it, you'll like it."	makes generalizations interprets connotative quality of words agrees on the meaning of terms and expressions
after the discussion the teacher directs the attention of the student to the influence of mass media on today's communication. Students may also develop a list of media.	

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Ski
WORDS IN A LANGUAGE HAVE MANY MEANINGS The power of language depends on the words that are chosen and their arrangement	**The students:** write a word in a form that illustrates its meaning. Example:  Follow-up: make a poster using these words.	The student: forms sensory im identifies tone makes aural and criminations thr form clues, lett associates liter written symbols writes letters i to represent sp
The context in which a word appears determines its meaning	interpret the many meanings of a given word through contextual clues. Example: We get water from the spring. The flowers bloom in the spring. I have a spring in my bed. My father smokes Spring cigarettes The plants spring up when the weather is warm.	detects implicat perceives that w multiple meaning makes selection to context makes aural and crimination thro clues interprets meani phrasing

	Learning Experiences	Behavioral Skills
that ar-	**The students:** write a word in a form that illustrates its meaning. Example:  Follow-up: make a poster using these words.	The student: forms sensory images identifies tone or mood makes aural and visual discriminations through word form clues, letter patterns associates literal meanings with written symbols writes letters in specific patterns to represent spoken words
s	interpret the many meanings of a given word through contextual clues. Example: We get water from the spring. The flowers bloom in the spring. I have a spring in my bed. My father smokes Spring cigarettes The plants spring up when the weather is warm.	detects implications of language perceives that words may have multiple meaning; makes selection appropriate to context makes aural and visual discrimination through contextual clues interprets meaning through phrasing

ASSESSMENT ACTIVITY K-2

CONCEPT V
LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS.	The students: listen to the teacher read the story "Chicken Little."	The student: identifies voice change signals a change in feelin
LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY.		identifies main distinguishes be facts and opinio
SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE.	dramatize the story.	speaks clearly expresses a thou as a verbal mess
LANGUAGE IS INFLUENCED BY MASS MEDIA	compare the method Chicken Little used to spread his message with the modern day methods of relaying messages.	recognizes techn of propaganda an persuasion interprets facts sees cause and e relationships

ASSESSMENT ACTIVITY K-2

CONCEPT V
LANGUAGE HAS POWER

	Learning Experiences	Behavioral Skills
	The students:	The student:
G TS	listen to the teacher read the story "Chicken Little."	identifies voice change signals as change in feeling
ARE		identifies main idea distinguishes between facts and opinion
AS		
CH	dramatize the story.	speaks clearly expresses a thought as a verbal message
MASS	compare the method Chicken Little used to spread his message with the modern day methods of relaying messages.	recognizes techniques of propaganda and persuasion interprets facts sees cause and effect relationships

LEVEL K-2

CONCEPT VI - LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students:	The student:
	look at a picture of a small community to identify familiar nouns	identifies liken ferences in spee vocabul makes generaliza
	make a list of adjectives that describes the nouns in the picture of a small community	associates liter written symbols identifies liken ferences in spee vocabulary identifies writt with spoken lang
	dramatize verbs Example: jumping, running eating, walking. discuss the meaning of action verbs. From a list of action verbs choose one verb and draw a picture representing the action and label it. Make a collage of an action picture	identifies liken ferences in spee vocabulary makes generaliza expresses a thou message transfers senten from oral to wri forms sensory im collects informa a variety of so

LEVEL K-2

IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
IS	The students:	The student:
	look at a picture of a small community to identify familiar nouns	identifies likenesses and differences in speech: vocabulary makes generalizations
	make a list of adjectives that describes the nouns in the picture of a small community	associates literal meanings with written symbols identifies likenesses and differences in speech: vocabulary identifies written symbols with spoken language
	dramatize verbs Example: jumping, running eating, walking. discuss the meaning of action verbs. From a list of action verbs choose one verb and draw a picture representing the action and label it. Make a collage of an action picture	identifies likeness and differences in speech: vocabulary makes generalizations expresses a thought as a verbal message transfers sentence patterns from oral to written form forms sensory images collects information from a variety of sources

LEVEL K-2

CONCEPT VI - LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavior Skills
THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT	The students:	The student:
	re-arrange scrambled words so they have meaning. Example: really, fried, taste, does, good, chicken, the, hamburger, ate, Mary	identifies likene ferences in speec writes basic patt purposes interprets meanin word order in sen
	identify the noun-verb pattern by composing subject-predicate sentences Example: Boys play. Fish swim.	identifies the li differences in sp writes basic patt various purposes

LEVEL K-2

IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavior Skills
ICE	The students:	The student:
	re-arrange scrambled words so they have meaning. Example: really, fried, taste, does, good, chicken, the, hamburger, ate, Mary	identifies likenesses and differences in speech: syntax writes basic patterns for various purposes interprets meaning through word order in sentences
	identify the noun-verb pattern by composing subject-predicate sentences Example: Boys play. Fish swim.	identifies the likenesses and differences in speech: syntax writes basic patterns for various purposes

LEVEL K-2

CONCEPT VI - LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT	The students:	The student:
	look at four pictures. They dictate a sentence for each picture to the teacher, then individually write the sentences in sequential order to tell the story about the pictures.	states main ideas in other selecti places ideas in relates ideas as writes them relates written spoken language writes manuscript
	listen to the reading of a short, but exciting story that is unfamiliar to them. The teacher stops just before the end and asks the following questions: How do you think the story ends?	identifies main predicts outcome distinguishes be and opinion
	the teacher then finishes reading story and asks the following question: How did you like the way the story ended?	

LEVEL K-2

IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
ARA-	The students:	The student:
	look at four pictures. They dictate a sentence for each picture to the teacher, then individually write the sentences in sequential order to tell the story about the pictures.	states main ideas and details in other selections places ideas in sequence relates ideas as teacher writes them relates written symbols to spoken language writes manuscript letters
	listen to the reading of a short, but exciting story that is unfamiliar to them. The teacher stops just before the end and asks the following questions: How do you think the story ends?	identifies main idea predicts outcomes distinguishes between fact and opinion
	the teacher then finishes reading story and asks the following question: How did you like the way the story ended?	

CONCEPT VI - LANGUAGE

Understandings	Learning Experiences	Behav
THE SYSTEMATIC USE OF PITCH, STRESS, AND JUNCTURE AFFECTS MEANING IN ORAL COMMUNICATION	The students:	The stud
	make picture puppets of favorite story book or TV characters drawn or cut from magazines fastened to popsicle sticks. They present a convincing story to the audience by making their voices sound like the characher's voice. Example: a bear - low and growling little girl - high and low old lady - quivering and frail	speaks gives expres messag enunci
	use flash cards showing a period, question mark and an exclamation point. A child flashes a card and selects someone to give a sentence with the appropriate inflection. Each time a child gives a sentence he becomes the leader.	relate spoken transp into a

LEVEL K-2

LANGUAGE

s	Learning Experiences	Behavioral Skills
USE OF PITCH, CTURE AFFECTS COMMUNICATION	The students: make picture puppets of favorite story book or TV characters drawn or cut from magazines fastened to popsicle sticks. They present a convincing story to the audience by making their voices sound like the characher's voice. Example: a bear - low and growling little girl - high and low old lady - quivering and frail use flash cards showing a period, question mark and an exclamation point. A child flashes a card and selects someone to give a sentence with the appropriate inflection. Each time a child gives a sentence he becomes the leader.	The student: speaks clearly gives emphasis to ideas by: stress pitch modulation expresses a thought as a verbal message enunciates distinctly relates written symbol to spoken language transposes a non-verbal message into a verbal response

CONCEPT VI - LANGUAGE

Understandings	Learning Experiences	Beh
EACH LANGUAGE HAS ITS OWN SOUND PATTERN, GRAMMATICAL SYMBOLS, VOCABULARY, AND SYNTAX	The students: identify with the teacher the three parts of a train. Example: engine, car, caboose The teacher helps them recognize that most words are like a train - having a beginning, middle and end.	The stu ident feren makes throu ences sound makes ation initi
	match words in English to words of another language Example: mother - mutter - madre good morning - Bonjour - Buenos Dias	ident feren makes throu
THE LANGUAGE SYSTEM OF EVERY CULTURE IS ADEQUATE FOR ITS NEEDS	discuss the importance of different words used to identify particular aspects of culture. Example: In the U.S. we have many words to describe ice cream The Eskimos have different words for snow or sled The Orient has different words for rice Why are different words needed?	makes concl ident feren forms

gs	Learning Experiences	Behavioral Skills
HAS ITS OWN GRAMMATICAL ULARY, AND	The students: identify with the teacher the three parts of a train. Example: engine, car, caboose The teacher helps them recognize that most words are like a train - having a beginning, middle and end.	The student: identifies likenesses and differences in sounds: fine makes auditory discrimination through likenesses and differences in initial final and medial sounds makes aural and visual discriminations through auditory perception: initial final and medial sounds
	match words in English to words of another language Example: mother - mutter - madre good morning - Bonjour - Buenos Dias	identifies likenesses and differences in sounds: words makes aural visual discriminations through: word form clues letter - word patterns
YSTEM OF EVERY QUATE FOR ITS	discuss the importance of different words used to identify particular aspects of culture. Example: In the U.S. we have many words to describe ice cream The Eskimos have different words for snow or sled The Orient has different words for rice Why are different words needed?	makes generalizations and draws conclusions identifies likenesses and differences in speech: vocabulary forms sensory images

LEVEL K-2

CONCEPT VI - LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behav
LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH	The students: find current fashions in catalogues, magazines, and newspapers. Make a chart and label the fashions: Example: mini, maxi, body suit, clogs, granny, smocks Follow-up with a fashion show	The stude collect variety select variety identi with s relate them writes
THE FLEXIBILITY OF LANGUAGE MAKES IT POSSIBLE TO EXPRESS IDEAS IN MANY WAYS	look at pictures depicting emotional situations and tell what emotion the pictures convey. Then express the emotion in as many ways as possible. Example: The boy is sad. The boy is unhappy.	makes riminat picture clues percei tative

LEVEL K-2

LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

s	Learning Experiences	Behavioral Skills
S ALLOW FOR ROWTH	The students: find current fashions in catalogues, magazines, and newspapers. Make a chart and label the fashions: Example: mini, maxi, body suit, clogs, granny, smocks Follow-up with a fashion show	The student: collects information from a variety of sources selects information from a variety of sources identifies written symbols with spoken language relates ideas as teacher writes them writes manuscript letters
OF LANGUAGE LE TO EXPRESS AYS	look at pictures depicting emotional situations and tell what emotion the pictures convey. Then express the emotion in as many ways as possible. Example: The boy is sad. The boy is unhappy.	makes aural and visual discrimination through: picture object clues perceives connotative and denotative qualities of words

CONCEPT VI
LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavior
	The students:	The stud
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION. THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT. SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT. EACH LANGUAGE SYSTEM HAS ITS OWN SOUND PATTERN GRAMMATICAL SYMBOLS, VOCABULARY AND SYNTAX. THE FLEXIBILITY OF LANGUAGE MAKES IT POSSIBLE TO EXPRESS IDEAS IN MANY WAYS.	rearrange sentences drawn from a "surprise box" in various meaningful sequences. discuss the reasons for the sequence (interest, importance, chronology, unusual circumstances, life style). Example: Get up. Eat breakfast. Get dressed Watch T.V. Go to school. Eat lunch. Play outside. Eat dinner. Put on pajamas. Go to bed.	identi of ide that a identi symbol langua distin fact a makes

ASSESSMENT IVITY K-2

CONCEPT VI
LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

s	Learning Experiences	Behavioral Skills
N LANGUAGE IS MEANINGFUL COM- MATICAL DEVICE WORD ORDER AFFECTS PARA- ENT. SYSTEM HAS PATTERN MBOLS, SYNTAX. Y OF LANGUAGE BLE TO EXPRESS WAYS.	The students: rearrange sentences drawn from a "surprise box" in various meaningful sequences. discuss the reasons for the sequence (interest, importance, chronology, unusual circumstances, life style). Example: Get up. Eat breakfast. Get dressed Watch T.V. Go to school. Eat lunch. Play outside. Eat dinner. Put on pajamas. Go to bed.	The student: identifies a seqsuence of ideas and selects those that are most important identifies written symbols with spoken language distinguishes between fact and opinion makes generalizations

LEVEL K-2

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavioral S
ORAL LANGUAGE IS FIRST LEARNED BY IMITATION	The students:	The student:
	look at picture of Sammy Snake. The teacher explains to the students that Sammy Snake makes a s-s-s sound. The students are asked to make the sound after her.	identifies lik differences in fine sou recognizes his and corrects t enunciates dis makes aural an discrimination perception: initial,
	learn a fingerplay and discuss how it was learned	uses newly acq conversations makes generali forms sensory speaks clearly

LEVEL K-2

GE IS BASICALLY ORAL

Learning Experiences	Behavioral Skills
The students:	The student:
look at picture of Sammy Snake. The teacher explains to the students that Sammy Snake makes a s-s-s sound. The students are asked to make the sound after her.	identifies likenesses and differences in sounds: fine sounds recognizes his own speech errors and corrects them enunciates distinctly makes aural and visual discriminations through auditory perception: initial, final and medial sounds
learn a fingerplay and discuss how it was learned	uses newly acquired words in conversations makes generalizations forms sensory images speaks clearly

LEVEL K-2

CONCEPT VII - LANGUAGE

Understandings	Learning Experiences	Behavioral Sk
ORAL LANGUAGE IS FIRST LEARNED BY IMITATION	The students: discuss the following questions: How does a new baby get his mother's attention? What are some words a new baby learns to say? How do you think the baby learns these words? What have you done to help your little brother or sister to learn new words? Follow-up with stories introducing foreign expressions. Example: "Pablo" and Pablo's Birthday Party" in Allyn and Bacon's Our Town	The student: keeps the topic asks relevant relevant commen sees cause and expresses a tho message makes generali
ORAL LANGUAGE FACILITATES THE OPEN-ENDED EXCHANGE OF IDEAS: WRITTEN LANGUAGES TENDS TO CRYSTALLIZE IDEAS	listen to the reading of a story. A student retells the story while others listen to compare the incidents heard. Example: What incidents were added or omitted in the telling of the story?	

LEVEL K-2

E

	Learning Experiences	Behavioral Skills
	The students: discuss the following questions: How does a new baby get his mother's attention? What are some words a new baby learns to say? How do you think the baby learns these words? What have you done to help your little brother or sister to learn new words? Follow-up with stories introducing foreign expressions. Example: "Pablo" and Pablo's Birthday Party" in Allyn and Bacon's Our Town	The student: keeps the topic under discussion asks relevant questions and makes relevant comments sees cause and effect relationship expresses a thought as a verbal message makes generalizations
ES E OF ES DEAS	listen to the reading of a story. A student retells the story while others listen to compare the incidents heard. Example: What incidents were added or omitted in the telling of the story?	

LEVEL K-2

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavioral S
THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES THAN ANY WRITTEN REPRESENTATION CAN PROVIDE	The students: look at familiar words on the board. Example: yes, look, sit down. The students say the words giving their own intonation	The student: identifies ton gives emphasis stress pitch modulation identifies voi changes in fee
VERBAL AND NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE	pantomime a story or poem. Example: "Winnie the Pooh" "Gingerbread Man", "Three Pigs". They ask the audience to describe what is happening. Then the players act the story again with words.	identifies voi changes in fee responds non-v message speaks clearly feels empathy

LEVEL K-2

GE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
F A EXACT REP-	The students: look at familiar words on the board. Example: yes, look, sit down. The students say the words giving their own intonation	The student: identifies tone and mood gives emphasis to ideas by: stress pitch modulation identifies voice change, signals as changes in feeling
XPRES- G OF	pantomime a story or poem. Example: "Winnie the Pooh" "Gingerbread Man", "Three Pigs". They ask the audience to describe what is happening. Then the players act the story again with words.	identifies voice change signals as changes in feeling responds non-verbally to a verbal message speaks clearly feels empathy with characters

ASSESSMENT ACTIVITY K-2
CONCEPT VII
LANGUAGE IS BASICALLY ORAL

Understanding	Learning Experiences	Behavioral Ski
ORAL LANGUAGE FACILITATES THE OPEN-ENDED EXCHANGE OF IDEAS, WRITTEN LANGUAGE TENDS TO CRYSTALLIZE IDEAS.	The students: present one poem or story 3 ways oral reading, oral dramatization and pantomime.	The student: speaks clearly responds non-ver to a verbal mess
THE INTONATIONS SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE.		identifies voice signals as chang feeling
MEANING IS AFFECTED BY VERBAL AND NON-VERBAL EXPRESSION.		identifies writt symbols with spo language, states idea
	discuss which of the presentations is most effective and why.	makes generaliz

ASSESSMENT ACTIVITY K-2
CONCEPT VII
LANGUAGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
S THE DEAS, D A XACT N ANY AN ERBAL N.	The students: present one poem or story 3 ways oral reading, oral dramatization and pantomime.	The student: speaks clearly responds non-verbally to a verbal message identifies voice change signals as changes in feeling identifies written symbols with spoken language, states main idea
	discuss which of the presentations is most effective and why.	makes generalizations

LEVEL K-2

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OR ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral S
THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUNDS	The students: recognize the letters of the alphabet through kinesthic experiences Example: Sandpaper letters, salt trays, clay, and flocked letters	The student: forms sensory names the uppe letters of the of sequence
	identify and match capital and lower-case letters.	makes visual, word form clue makes comparis
WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH	look at the words as the teacher pronounces them. sea - see The students identify other words which sound alike but do not look alike	identifies lik in sound: fine makes aural an through audi init medi
	make a chart with two columns. In one column the "s" sound is represented by the letter "c" and in the other column the "s" sound is represented by the letter "s". Discuss that written language follows spoken language. Writing is only an attempt to represent speech.	identifies wri language

LEVEL K-2

N LANGUAGE IS A REPRESENTATION OR ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
E F	The students:	The student:
	recognize the letters of the alphabet through kinesthic experiences Example: Sandpaper letters, salt trays, clay, and flocked letters	forms sensory images names the upper and lower case letters of the alphabet in and out of sequence
	identify and match capital and lower-case letters.	makes visual, discrimination through word form clues letter patterns makes comparisons
	look at the words as the teacher pronounces them. sea - see The students identify other words which sound alike but do not look alike	identifies likenesses and differences in sound: fine sounds makes aural and visual discrimination through auditory perception, initial, final, and medial
	make a chart with two columns. In one column the "s" sound is represented by the letter "c" and in the other column the "s" sound is represented by the letter "s". Discuss that written language follows spoken language. Writing is only an attempt to represent speech.	identifies written symbols with spoken language

LEVEL K-2

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral S
	The students:	The student:
SPELLING IS THE ORDERING OF THE WRITTEN SYMBOLS OF LANGUAGE	unscramble a list of scrambled words Example: abd - bad ebd - bed udb - bud	relates writte language relates sounds writes letters to represent s
	will use a simple crossword puzzle to complete sentences using their spelling words. Example: 1. We sleep in a ________ B E DOOR 2. We open a __________	writes manuscr draws conclus makes aural a through: conte
TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL	paint pictures and put their names on them. They divide into groups of five and exchange the pictures. Each student tells what he thinks his friends picture is about. The picture goes back to the original painter who tells what he considers his picture to be.	expresses a t message describes att speaks clearl justifies opi makes general ralates writt language

LEVEL K-2

EN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
NG OF	The students: unscramble a list of scrambled words. Example: atd - bad ebd - bed udb - bud	The student: relates written symbols to spoken language relates sounds to letters writes letters in specific patterns to represent spoken cards
	will use a simple crossword puzzle to complete sentences using their spelling words. Example: 1. We sleep in a ________ B E DOOR 2. We open a ________	writes manuscript letters draws conclusions makes aural and visual discriminations through: contextual clues
ING IT NCODER E A F THE	paint pictures and put their names on them. They divide into groups of five and exchange the pictures. Each student tells what he thinks his friends picture is about. The picture goes back to the original painter who tells what he considers his picture to be.	expresses a thought as a verbal message describes attributes of objects speaks clearly justifies opinions makes generalizations ralates written symbols to spoken language

LEVEL K-2

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral S
	The students:	The student:
THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER	change colors on a transparency showing a picture of a clown. As the colors are changed they discuss how the colors used help us know how the clown feels	forms sensory transposes a n into a verbal identifies ton justifies opin
PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE	listen to a tape. The students indicate where punctuation is used. This may be done by children raising hands or by marking written copies of the story.	identifies voi a change in fe follows curren punctuation an identifies lik in word sounds identifies ton
THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME	listen to an original Grimm's fairy tale, and compare it to the same tale written by Walt Disney.	identifies lik in speech: vo sy makes comparis distinguishes

LEVEL K-2

LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
	The students:	The student:
ER- ER R	change colors on a transparency showing a picture of a clown. As the colors are changed they discuss how the colors used help us know how the clown feels	forms sensory images transposes a non-verbal message into a verbal response identifies tone or mood justifies opinions (own, others)
HE S-	listen to a tape. The students indicate where punctuation is used. This may be done by children raising hands or by marking written copies of the story.	identifies voice change signals as a change in feeling follows current practice in use of punctuation and capitalization identifies likenesses and differences in word sounds identifies tone or mood.
D LIT- LTURE	listen to an original Grimm's fairy tale, and compare it to the same tale written by Walt Disney.	identifies likenesses and differences in speech: vocabulary syntax makes comparisons distinguishes various points of view

LEVEL K-2

CONCEPT VII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral Skills
THE LANGUAGE OR RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME		The student: experiences cont other than his o reality with ima evaluates motive reactions-- his own and of other pe listens to enjoy forms
WRITTEN LANGUAGE MAY BE INFLUENCED BY REGIONAL DIALECTS	The students: listen to stories or poems written in regional dialects and discuss the differences in the way the characters express themselves. Example: Ezra Keats - Apartments-3 or Whistle for Willie - - Robert McCloskey - Make Way for Ducklings or One Morning in Maine, Lyn Ward - The Biggest Bear.	identifies liken in sounds: word sounds identifies liken in speech; vocabulary makes comparison listens to enjoy various forms

LEVEL K-2

LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
LIT- URE		The student: experiences contacts with worlds other than his own; supplements reality with imagination
		evaluates motives for actions and reactions-- his own and those of other people
		listens to enjoy literature in various forms
	The students: listen to stories or poems written in regional dialects and discuss the differences in the way the characters express themselves. Example: Ezra Keats - _Apartments-3 or Whistle for Willie_ - Robert McCloskey - _Make Way for Ducklings_ or _One Morning in Maine,_ Lyn Ward - _The Biggest Bear._	identifies likenesses and differences in sounds: word sounds identifies likenesses and differences in speech; vocabulary makes comparisons listens to enjoy literature in various forms

ASSESSMENT ACTIVITY K-2
CONCEPT VIII
WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral S
THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUNDS	The students:	The student:
WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH SPELLING IS THE ORDERING OF THE WRITTEN SYMBOLS OF LANGUAGE TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL. THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER	make an individual language book. The book could be divided into sections covering all aspects of language which have been applied during the year. The book could include a table of contents, alphabetizing, capitalization, punctuation, phonetic skills, compound words, contractions, possessives, homonyms, synonyms, antonyms, root words, rhyming words, prefixes and suffixes syllabication, verb agreement, short experience stories and section on auditory discrimination.	identifies lik in sound: gross sound fine sounds word sounds identifies voi as changes in follows oral d relates enviro to specific si identifies wri with spoken la
PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME WRITTEN LANGUAGE MAY BE INFLUENCED BY REGIONAL DIALECTS.	list their favorite poems, stories nursery rhymes, and records to be placed in their books. Each student will take his book home and use it as a future reference.	makes oral and discrimination auditory perce gross sound rhymes likenesses initial sou final sound medial soun picture - c clues: letter an sight voc

ASSESSMENT ACTIVITY K-2
CONCEPT VIII
ITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
AGE OF	The students:	The student:
NG S OF ING E R STAND- OL. N N-	make an individual language book. The book could be divided into sections covering all aspects of language which have been applied during the year. The book could include a table of contents, alphabetizing, capitalization, punctuation, phonetic skills, compound words, contractions, possessives, homonyms, synonyms, antonyms, root words, rhyming words, pre-fixes and suffixes syllabication, verb agreement, short experience stories and section on auditory discrimination.	identifies likenesses and differences in sound: gross sounds fine sounds word sounds identifies voice change signals as changes in feeling follows oral directions relates environmental sounds to specific situation identifies written symbols with spoken language
THE - ED E T	list their favorite poems, stories nursery rhymes, and records to be placed in their books. Each student will take his book home and use it as a future reference.	makes oral and visual discriminations through auditory perception: gross sounds rhymes likenesses and differences initial sounds final sounds medial sounds picture - object clues word clues: letter and word patterns sight vocabulary

ASSESSMENT ACTIVITY K-2
CONCEPT VIII
WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral Sk
		The student: (cont discriminates contextual Cl reading on recalling verifying phonetic anal consonants blends diagraphs vowel sound vowel princ structural an root words inflections compound wo contraction prefixes suffixes syllabicati associates lite written symbols perceives that multiple meanin perceives conno denotative qual places ideas in writes basic pa purposes writes paragrap pose

ASSESSMENT ACTIVITY K-2
CONCEPT VIII
N LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Learning Experiences	Behavioral Skills
	The student: (cont.) discriminates through contextual Clues: reading on recalling verifying phonetic analysis: consonants blends diagraphs vowel sounds vowel principles structural analysis: root words inflectional endings compound words contractions prefixes suffixes syllabication associates literal meanings with written [illegible]ols perceives that words may have multiple meanings perceives connotative as well as denotative qualities of words places ideas in sequence writes basic patterns for various purposes writes paragraph for specific purpose

ASSESSMENT ACTIVITY K-2
CONCEPT VIII
WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral Skills
		The student: (con collects informa of sources identifies a se selects those t uses parts of a gathers informa writes manuscri

ASSESSMENT ACTIVITY K-2
CONCEPT VIII
LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Learning Experiences	Behavioral Skills
	The student: (cont.) collects information from a variety of sources identifies a sequence of ideas and selects those that are most important uses parts of a book gathers information writes manuscript letters

ASSESSMENT ACTIVITY 3-5
CONCEPT I
LANGUAGE IS SYMBOLIC

Understandings	Learning Experience	Beha
A SYMBOL IS AN ABSTRACTION FROM REALITY MAN IS A SYMBOL MAKING ANIMAL WORDS HAVE SYMBOLIC REFERENCE LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND ITS REFERENT LANGUAGE MUST BE LEARNED	The students: design a map of their classroom as it is or as they would like it to be on graph paper using their own symbols for both the movable and immovable objects. A committee measures the classroom and its objects (desks, sink) to determine the standard scale to be used by all students. (Example: one square equals one foot) All lettering on the map will be in manuscript. They create and show their individual legends on their maps They label the directions - north, south, east, west - on their maps. listen to a teacher-made tape of sounds in the classroom. Examples: pencil being sharpened, water running in the sink, writing on the blackboard, the intercom, the bell ringing. They identify the sounds and mark on their maps the location of the places from where the sounds originated. They use directional words to locate the origin of the sounds on their maps. show and explain their design to the class. write a paragraph explaining why they chose the particular design for their classroom.	The stude follows identif with sp associa with wr identif writes gathers identif differe relates to spec respond non-ver speaks express verbal determi places writes various writes purpose

ASSESSMENT ACTIVITY 3-5
CONCEPT I
LANGUAGE IS SYMBOLIC

s	Learning Experience	Behavioral Skills
BSTRACTION MAKING ANIMAL LIC REFERENCE TRARY: THERE NNECTION BE- ND ITS REF- LEARNED	The students: design a map of their classroom as it is or as they would like it to be on graph paper using their own symbols for both the movable and immovable objects. A committee measures the classroom and its objects (desks, sink) to determine the standard scale to be used by all students. (Example: one square equals one foot) All lettering on the map will be in manuscript. They create and show their individual legends on their maps They label the directions - north, south, east, west - on their maps. listen to a teacher-made tape of sounds in the classroom. Examples: pencil being sharpened, water running in the sink, writing on the blackboard, the intercom, the bell ringing. They identify the sounds and mark on their maps the location of the places from where the sounds originated. They use directional words to locate the origin of the sounds on their maps. show and explain their design to the class. write a paragraph explaining why they chose the particular design for their classroom.	The student: follows oral directions identifies written symbols with spoken language associates literal meanings with written symbols identifies needed information writes manuscript letters gathers information identifies likenesses and differences in sounds relates environmental sounds to specific responds non-verbally to a non-verbal message speaks clearly expresses a thought as a verbal message determines cause and effect places ideas in sequence writes basic patterns for various purposes writes paragraph for specific purpose

Level 3-5

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behaviora
A SYMBOL IS A REPRESENTATION OF THE REAL THING	The students: examine map symbols, international road signs, and morse code to become familiar with various kinds of symbols.	The student: transposes a non- a verbal message
	make a map using symbols and legends	collects informat of sources applies generaliz
	write secret messages in code	writes clearly an
	identify math symbols >, <, =, -, +, x, u, ∩, □, by completing number sentences with the correct symbol. Example: 10□6	identifies needed
	make a map using symbols and legends write secret messages in code	identifies writte spoken language
	locate and read books containing the rebus form. Compose sentences and short stories illustrating the rebus.	associates litera written symbols draws logical imp writes clearly an

Level 3-5

MBOLIC	Learning Experiences	Behavioral Skills
ION	The students: examine map symbols, international road signs, and morse code to become familiar with various kinds of symbols.	The student: transposes a non-verbal message into a verbal message
	make a map using symbols and legends	collects information from a variety of sources applies generalizations
	write secret messages in code	writes clearly and concisely
	identify math symbols $>$, $<$, =, -, +, x, u, $\cap$, $\square$, by completing number sentences with the correct symbol. Example: $10 \square 6$	identifies needed information
	make a map using symbols and legends write secret messages in code	identifies written symbols with spoken language
	locate and read books containing the rebus form. Compose sentences and short stories illustrating the rebus.	associates literal meaning with written symbols draws logical implications writes clearly and concisely

LEVEL 3-5

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral Skill
THE SOUNDS OF THE WORD MAY SUGGEST ITS MEANING	The students:	The student:
	listen to a tape recording of various sounds and match the sounds with words Example: door buzzer-buz, bass drum-boom, alka seltzer-fizz	identifies like ferences in sou generalizes fro
	bring in objects that make sounds in which the meaning of the word is illustrated. Example: toy car (v-room), gum, balloon (pop)	relates enviro to specific sit
	think of names for a new breakfast cereal, a new soft drink, a new toy, or a new appliance. They then write a slogan and/or draw an illustration of the new product on a balloon, poster paper, handkerchief, paper towel	develops indivi brings ideas to conclusions determines logi writes clearly
	view a film or filmstrip without words. Discuss what it is about through the use of facial expressions and actions. View it again with words and compare the differences. Example: Evan's Corner".	responds to att of characters. makes generali conclusions makes comparis draws logical justifies opin

	Learning Experiences	Behavioral Skills
MAY	The students:	The student:
	listen to a tape recording of various sounds and match the sounds with words. Example: door buzzer-buz, bass drum-boom, alka seltzer-fizz bring in objects that make sounds in which the meaning of the word is illustrated. Example: toy car (v-room), gum, balloon (pop)	identifies likenesses and differences in sounds. generalizes from evidence relates environmental sounds to specific situation
	think of names for a new breakfast cereal, a new soft drink, a new toy, or a new appliance. They then write a slogan and/or draw an illustration of the new product on a balloon, poster paper, handkerchief, paper towel	develops individual style brings ideas to satisfactory conclusions determines logical relationships writes clearly and concisely
	view a film or filmstrip without words. Discuss what it is about through the use of facial expressions and actions. View it again with words and compare the differences. Example: Evan's Corner".	responds to attitudes and moods of characters. makes generalizations and draws conclusions makes comparisons draws logical implications justifies opinions

LEVEL 3-5

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral Sk
LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND ITS REFERENT	The students:	The student:
	look at unfamilar objects. Example: avocado, piece of mod sculpture; abstract painting. Suggest names for each object and write them on the board. Compare the suggested names with the given name of each object.	perceives levels justifies opini makes comparison keeps to topic
	look at two children having the same first name. Example: James, Thomas and Mary. Discover that the name is only a label and not a physical description.	makes comparison sumarizes ideas tells about one recognizes unst values
	listen to the poem "Jar" by Harold Longman. Discuss the different ways the word jar is used. Write a poem expressing various ways in which one of the following words is used. mean, duck, bark, box, iron, part, pound, ring, and roll. Example: cool - a groovy person rock - a kind of music pad - where you live	makes compariso gathers informa summarizes idea tells about one discriminates a intensity, and writes basic pa purposes follows current punctuation and

LEVEL 3-5

IS SYMBOLIC

	Learning Experiences	Behavioral Skills
THERE N BE- REF-	The students:	The student:
	look at unfamilar objects. Example: avocado, piece of mod sculpture; abstract painting. Suggest names for each object and write them on the board. Compare the suggested names with the given name of each object.	perceives levels of abstractions justifies opinions makes comparisons keeps to topic under discussion
	look at two children having the same first name. Example: James, Thomas and Mary. Discover that the name is only a label and not a physical description.	makes comparisons sumarizes ideas under discussion tells about one idea at a time recognizes unstated assumptions and values
	listen to the poem "Jar" by Harold Longman. Discuss the different ways the word jar is used. Write a poem expressing various ways in which one of the following words is used. mean, duck, bark, box, iron, part, pound, ring, and roll. Example: cool - a groovy person rock - a kind of music pad - where you live	makes comparisons gathers information summarizes ideas under discussion tells about one idea at a time discriminates among rhythm, pitch, intensity, and patterns of sounds writes basic patterns for various purposes follows current practice in use of punctuation and capitalization

LEVEL 3-5

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral Sk
LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND ITS REFERENT	The students: make dictionaries of words they use with meanings that are not in the dictionary. Create sentences that illustrate these new meanings.	The student: perceives that meanings gathers informa makes selection text writes basic pa purposes
LANGUAGE MUST BE LEARNED	write an invitation to someone who speaks a foreign language asking that person to visit the class. Ask the resource person to name objects in the room using his language	writes paragrap poses writes clearly uses newly acqu
	pretend that while visiting a country were another language is spoken, they become hungry and go to a restaurant to order something to eat. The students discuss the frustration that comes from not being able to communicate	transposes a no into a verbal uses precise wo identifies symb language determines caus

LEVEL 3-5

IS SYMBOLIC

	Learning Experiences	Behavioral Skills
THERE N BE- RE-	The students:	The student:
	make dictionaries of words they use with meanings that are not in the dictionary. Create sentences that illustrate these new meanings.	perceives that words may have multiple meanings gathers information makes selections appropriate to context writes basic patterns for various purposes
D	write an invitation to someone who speaks a foreign language asking that person to visit the class. Ask the resource person to name objects in the room using his language	writes paragraphs for specific purposes writes clearly and concisely uses newly acquired words
	pretend that while visiting a country were another language is spoken, they become hungry and go to a restaurant to order something to eat. The students discuss the frustration that comes from not being able to communicate	transposes a non-verbal message into a verbal response uses precise words identifies symbols with spoken language determines cause and effect

LEVEL 3-5

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral S
PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS, AND GESTURES	The students:	The student:
	draw blank faces and put in the features that would communicate various ideas and emotions. Example: happy, sad, cheerful	identifies moo transposes a n a verbal respo
	pantomime gestures and expressions of people in various occupations. Example: policeman, painter, soldier	
	pantomime messages they have made up (charades)	identifies moo
		interprets fac
PEOPLE COMMUNICATE THROUGH PARA-LANGUAGE	state simple phrases in various intonational patterns to alter their meanings. Examples: "oh, Mother", "No", "We are going to have a test today", and "What are we having for dinner, Mother?"	identifies voi as changes in gives emphasis phrasing stres pitch, and mod
	pronounce words twice changing stress from the first to the second syllable, and tell how the stress changes meaning. Example: present, record, refuse, desert, object	enunciates dis gives meaning by using stres

LEVEL 3-5

IS SYMBOLIC

	Learning Experiences	Behavioral Skills
	The students:	The student:
NON- E OF E, NS,	draw blank faces and put in the features that would communicate various ideas and emotions. Example: happy, sad, cheerful	identifies mood transposes a non-verbal message into a verbal response
	pantomime gestures and expressions of people in various occupations. Example: policeman, painter, soldier	
	pantomime messages they have made up (charades)	identifies mood interprets facts
UGH	state simple phrases in various intonational patterns to alter their meanings. Examples: "oh, Mother", "No", "We are going to have a test today", and "What are we having for dinner, Mother?"	identifies voice change signals as changes in feelings gives emphasis to ideas by phrasing stress, pause, rate, pitch, and modulation
	pronounce words twice changing stress from the first to the second syllable, and tell how the stress changes meaning. Example: present, record, refuse, desert, object	enunciates distinctly gives meaning and emphasis to ideas by using stress

Understandings	Learning Experiences	Behavioral Ski
PEOPLE COMMUNICATE THROUGH PARA-LANGUAGE	The students: look at words or pairs of words, read them aloud and discuss differences in their meanings because of changes in stress and juncture. Example: I scream - ice cream; see Mable - seem able; Annapolis - an apple is; an ounce - announce	The student: discriminates am intensity, and p generalizes from

LEVEL 3-5

SYMBOLIC

Learning Experiences	Behavioral Skills
The students: look at words or pairs of words, read them aloud and discuss differences in their meanings because of changes in stress and juncture. Example: I scream - ice cream; see Mable - seem able; Annapolis - an apple is; an ounce - announce	The student: discriminates among rhythm, pitch intensity, and pattern of sounds generalizes from evidence

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Sk
COMMUNICATION INVOLVES A SENDER, MESSAGE, AND A RECEIVER	The students	The student:
	make telephones from strings and cans (a telephone kit may also be used) to send messages to each other demonstrating the necessity of having a sender, a message, and a receiver for communication.	speaks clearly enunciates dist makes generaliz conclusions
	list, discuss, and demonstrate ways of communicating. Example: smoke signals, morse code, hand signals, pigeon, body movements, signs.	summarizes idea collects inform of sources follows oral di relates written language transposes non- verbal response

LEVEL -3-

GE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
A	The students make telephones from strings and cans (a telephone kit may also be used) to send messages to each other demonstrating the necessity of having a sender, a message, and a receiver for communication. list, discuss, an[illegible]emonstrate ways of communicating. Example: sm[illegible] signals, morse code, [illegible] signals, pigeon, body [illegible]ements, signs.	The student: speaks clearly enunciates distinctly makes generalizations and draws conclusions summarizes ideas under discussion collects information from a variety of sources follows oral directions relates written symbols to spoken language transposes non-verbal message to verbal response

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral
THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE	The students:	The student:
	read and interpret message in code from sentence strips distributed by the teacher. They discuss the codes used. Examples: A=1, B=2, C=3, Z=26 make up a code of their own Example - messages	transposes a a verbal resp writes basic purposes varies and ex patterns by s structure for transposes a a verbal resp
	invite a resource person from a school for the deaf or a similar institute to demonstrate communication by hand signals	identifies wr spoken langua receives info of sources transposes a a verbal resp
	working in small groups write four or five clues for a "treasure hunt". Each set of clues is duplicated and distributed to the groups. Using the clues each group goes on a treasure hunt.	follows curre zation and pu writes clearly follows direct

	Learning Experiences	Behavioral Skills
TUALLY	The students:	The student:
	read and interpret message in code from sentence strips distributed by the teacher. They discuss the codes used. Examples: A=1, B=2, C=3, Z=26 make up a code of their own Example - messages	transposes a non-verbal message into a verbal response writes basic patterns for various purposes varies and expands basic sentence patterns by substituting one kind of structure for another transposes a non-verbal message into a verbal response
	invite a resource person from a school for the deaf or a similar institute to demonstrate communication by hand signals	identifies written symbols with spoken language receives information from a variety of sources transposes a non-verbal message into a verbal response
	working in small groups write four or five clues for a "treasure hunt". Each set of clues is duplicated and distributed to the groups. Using the clues each group goes on a treasure hunt.	follows current practice in capitalization and punctuation writes clearly and concisely follows directions

LEVEL 3-5

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral
THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE	The students: discuss the clues in terms of how clear the directions were	The student writes ba purposes speaks cl interpret identifie
LANGUAGE INFORMS, INFLUENCES AND ENTERTAINS	bring in and discuss the parts of a newspaper.Tell which parts informs (factual articles), influences (ads, editorials), or entertains (comics)	detects i (inferenc identifie and persu
	make posters, collages, or bulletin board displays from newspaper clippings of how language informs, influences, and entertains	determine selects m decides wh or false
	visit the media center and listen to the media generalist discuss the kinds of references that may inform	receives i sources

LEVEL 3-5

NGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
E MUTUALLY	The students:	The student
	discuss the clues in terms of how clear the directions were	writes basic patterns for various purposes speaks clearly interprets facts identifies needed information
INFLUENCES	bring in and discuss the parts of a newspaper. Tell which parts informs (factual articles), influences (ads, editorials), or entertains (comics)	detects implication in language (inferences) identifies techniques of propaganda and persuasion
	make posters, collages, or bulletin board displays from newspaper clippings of how language informs, influences, and entertains	determines between fact and opinion selects material appropriate for him decides whether statements are true or false
	visit the media center and listen to the media generalist discuss the kinds of references that may inform	receives information from a variety of sources

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavior
LANGUAGE INFORMS, INCLUENCES AND ENTERTAINS	The students: reverse the roles of characters in a familiar fairy tale. Example: Cinderella's stepmother is good instead of evil, Little Red Riding Hood wants her grandmother to be eaten Dramatize the new story.	The student: identifies responds t characters recognizes situation sees impli ferences
	invite a member of the staff of a local newspaper to discuss the script, format, and parts of a newspaper. They may then visit a local newspaper plant. As a follow-up activity the class may write its own classroom newspaper.	writes ba purposes selects st or add em writes cl follows cu punctuati writes re applies s writing p receives of source

LEVEL 3-5

AGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
INCLUENCES	The students: reverse the roles of characters in a familiar fairy tale. Example: Cinderella's stepmother is good instead of evil, Little Red Riding Hood wants her grandmother to be eaten Dramatize the new story.	The student: identifies basic elements of a story responds to attitudes and moods of characters recognizes alternatives in story situations sees implied meaning and draws inferences
	invite a member of the staff of a local newspaper to discuss the script, format, and parts of a newspaper. They may then visit a local newspaper plant. As a follow-up activity the class may write its own classroom newspaper.	writes basic patterns for various purposes selects structures to extend meaning or add emphasis writes clearly and concisely follows current practice in use of punctuation and capitalization writes related ideas applies sentence study skills when writing paragraphs receives information from a variety of sources

LEVEL 3-5

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavi
LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES	The students:	The stude
	look at a situation picture and speculate on the events that led up to the picture. Write or tape stories based upon a similar picture. Example: frightened child sitting upright in bed.	identifi forms se makes ge conclusi transpos and/or w writes r speaks c write ba purposes writes c follows punctuat
	listen to a story and illustrate a character based on the description given in the story	forms se identifi responds characte distingu details

LEVEL 3-5

LANGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
OSSIBLE OF PERCEP- ENCES	The students:	The studetn:
	look at a situation picture and speculate on the events that led up to the picture. Write or tape stories based upon a similar picture. Example: frightened child sitting upright in bed.	identifies main idea forms sensory images makes generalizations and draws conclusions transposes a thought into a verbal and/or written message writes related ideas speaks clearly write basic patterns for various purposes writes clearly and concisely follows current practice in use of punctuation and capitalization
	listen to a story and illustrate a character based on the description given in the story	forms sensory images identifies tone or mood responds to attitudes and moods of characters distinguishes between major and minor details

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behaviora
LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES	The students: take a page that contains a happy face and a sad face. Complete the statement I was happy when ____________ I was sad when ____________ Happiness is ____________	The student: interprets identifies transfers oral to wr expresses follows cu punctuatio writes cle writes rel uses appro to lead in bring idea clusion
	look and taste some unusual or exotic food. discuss the appearance, taste, and their impressions of the food. Example: chocolate covered ants, rattlesnake meat, caviar.	forms sens writes rel transfers to written

LEVEL 3-5

UAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
BLE PERCEP- S	The students: take a page that contains a happy face and a sad face. Complete the statement I was happy when________________ I was sad when__________________ Happiness is __________________	The student: interprets facts identifies tone or mood transfers sentence patterns from oral to written form expresses strong feeling or emotions follows current practice in use of punctuation and capitalization writes clearly and concisely writes related ideas uses appropriate beginning sentence to lead into main idea bring ideas to satisfactory conclusion
	look and taste some unusual or exotic food. discuss the appearance, taste, and their impressions of the food. Example: chocolate covered ants, rattlesnake meat, caviar.	forms sensory images writes related ideas transfers sentence pattern from oral to written form

LEVEL 3-5

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavior
LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES	The students:	The student: writes bas purposes follows cu uation and speaks cle
LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN: OBSERVING LISTENING SPEAKING READING WRITING	work in small groups. A member of the group draws and describes an object, figure, or picture to the group. The members of the group draw what he describes and then compare their pictures to the original.	follows or forms sens makes gene conclusion tells abou predicts c and infere states ma in pictur
	view WETA program. "Stories Without Words". After viewing discuss their impressions of scenes and events. Interpret the significance of scenes and events.	forms sen identifie responds characte discrimin details

LEVEL 3-5

NGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
SIBLE F PERCEP- CES	The students:	The student: writes basic patterns for various purposes follows current practice of punctuation and capitalization speaks clearly
TION IN- MPRES- N IN:	work in small groups. A member of the group draws and describes an object, figure, or picture to the group. The members of the group draw what he describes and then compare their pictures to the original.	follows oral directions forms sensory images makes generalizations and draws conclusions tells about one idea at a time predicts outcomes based on statement and inference states main idea and details found in pictures
	view WETA program. "Stories Without Words". After viewing discuss their impressions of scenes and events. Interpret the significance of scenes and events.	forms sensory images identifies details related to a topic responds to attitudes and moods of characters discriminates between major and minor details

ASSESSMENT ACTIVITY 3-5
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavi
COMMUNICATION INVOLVES A SENDER, A MESSAGE, AND A RECEIVER THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE. LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTION AND EXPERIENCES LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN 1. OBSERVING 2. LISTENING 3. READING 4. SPEAKING 5. WRITING	The students: make a school newspaper. They discuss which parts of a newspaper to have in their school paper. Examples: current news, sports, editorials, comics, social page, amusements, advertisements. They decide on which section of the newspaper they would like to work. Each committee collects, organizes, writes, and edits information related to its section. They then compile this information into a format for printing.	The studen follows identifi distingu and opin speaks c expresse verbal m identifi with spc associat with wri perceive multiple perceive well as of words places makes g writes various writes purpose collect variety

ASSESSMENT ACTIVITY 3-5
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
VOLVES A E, AND A BE MUT- ABLE. OSSIBLE OF XPER- CATION OF IN- RESSION	The students: make a school newspaper. They discuss which parts of a newspaper to have in their school paper. Examples: current news, sports, editorials, comics, social page, amusements, advertisements. They decide on which section of the newspaper they would like to work. Each committee collects, organizes, writes, and edits information related to its section. They then compile this information into a format for printing.	The student: follows oral directions identifies main idea distinguishes between fact and opinion speaks clearly expresses a thought as a verbal message identifies written symbols with spoken language associates literal meaning with written symbols perceives that words may have multiple meanings perceives connotative as well as denotative qualities of words places ideas in sequence makes generalizations writes basic patterns for various purposes writes paragraph for specific purpose collects information from a variety of sources

ASSESSMENT ACTIVITY 3-5
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

Understandings	Leafning Experiences	Behavio
		The student
		identifie selects t portant
		recognize propaganda
		states th
		identifie
		gathers i
		interpret
		determine
		decides w are true

ASSESSMENT ACTIVITY 3-5
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

	Leafning Experiences	Behavioral Skills
		The student: (cont.) identifies a sequence of ideas selects those that are most important recognizes techniques of propaganda and persuasion states the problem identifies needed information gathers information interprets facts determines cause and effect decides whether statements are true or false

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavio
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING	The students	The student
All speech is dialectal	listen to a story, record, or tape of distinct dialects and note the differences between the dilectal vocabulary and their own. Example: Newberry Filmstrip "Strawberry Girl", and other books by Lois Lenski, Mark Twain books and records.	receives of source ratio, pe identifie in speech interpret compares contrasts
Dialects are varieties of language which differ from each other in pronunciation, vocabulary, and grammer	discuss variations in pronunciation within the class using the words greasy, aunt, vase, white, going, dance, hog, orange, news, idea, roof, iron	identifie in speech makes gen conclusio
	listen to selections read by other students and identify the reader by voice alone	identifie in speech reaches l

LEVEL 3-5

ANGUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
ECAUSE OF IAL SETTING	The students	The student:
alectal	listen to a story, record, or tape of distinct dialects and note the differences between the dilectal vocabulary and their own. Example: Newberry Filmstrip "Strawberry Girl", and other books by Lois Lenski, Mark Twain books and records.	receives information from a variety of sources such as TV, tapes, records ratio, people identifies likenesses and differences in speech interprets facts compares contrasts
ieties of iffer from onuncia- , and	discuss variations in pronunciation within the class using the words greasy, aunt, vase, white, going, dance, hog, orange, news, idea, roof, iron	identifies likenesses and differences in speech: vocabulary syntax patterns makes generalizations and draws conclusions
	listen to selections read by other students and identify the reader by voice alone	identifies likenesses and differences in speech reaches logical conclusion

LEVEL 3-5

CONCEPT III - LANGUAGE CHANGES CONSTANTLY (con't)

Understandings	Learning Experiences	Behavior
Dialects reflect functional varieties or cultural levels of language Prestige dialect (Standard English) is a cultural level spoken by emulated members of the population.	The students: use role playing and puppet shows to show how people speak in different social situations. Example: sport huddle, contrast peer greeting with greeting an adult, committee to extend invitation to resource person to visit classroom	The student: evaluates tion makes gen conclusio shifts th the situa speaks cl agrees on expressio
Socialization processes and geographic isolation account for the development of different languages and of different dialects within a language	compare words that vary according to geographic location. These words may be used on a chart, in a word bank, or in a story. Students identify sections of the country that used each term. Example: creek, stream, soda pop, soft drink, bag, sack, poke, skillet, frying pan, bun, sweet roll, seesaw, tetertotter, riding horse, pancakes, hot cakes, friddle cakes, flapjacks.	identifie in speech makes gen conclusio makes com relates t spoken la writes cl

LEVEL 3-5

NGUAGE CHANGES CONSTANTLY (con't)

	Learning Experiences	Behavioral Skills
func- or cul- language ct (Stan- is a cul- oken by rs of the	The students: use role playing and puppet shows to show how people speak in different social situations. Example: sport huddle, contrast peer greeting with greeting an adult, committee to extend invitation to resource person to visit classroom	The student: evaluates organization of presentation makes generalizations or draws conclusions shifts the level of speech to fit the situation speaks clearly agrees on the meaning of terms and expressions
ocesses and tion ac- velopment guages and lects with-	compare words that vary according to geographic location. These words may be used on a chart, in a word bank, or in a story. Students identify sections of the country that used each term. Example: creek, stream, soda pop, soft drink, bag, sack, poke, skillet, frying pan, bun, sweet roll, seesaw, tetertotter, riding horse, pancakes, hot cakes, friddle cakes, flapjacks.	identifies likenesses and differences in speech: vocabulary makes generalizations and draws conclusions makes comparisons relates the written symbol to the spoken language writes clearly and concisely

LEVEL 3-5

CONCEPT III LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavio
LANGUAGE CHANGES HISTORICALLY Words enter our language in many ways: Coining words (hot dog, kleenex) Borrowing foreign expressions (pizza) Develop slang terms (groovy) Clipping words (phone) Compounding words (baseball) Fixing (cigar/ette) Blending (smog) Forming acronyms (S.C.U.B.A.)	The students: listen and discuss the poem "Me" by William Saroyan as an introduction to the history of words.	The student identifies determines predicts ou makes gener conclusions
	make up skits telling ways in which they think words may have originated	speaks clea tests concl
	look up their first and/or last names in the unabridged dictionary or book of names to find their origin	uses specia uses the di a variety o
	combine animal names to create new names and then draw or paint pictures to illustrate how the "new" animal might look. Example: eleduck (elephant/duck), buffarilla (buffalo/gorilla)	uses facts generalizat

LEVEL 3-5

NGUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
language (hot dog, eign ex- zza) terms	The students: listen and discuss the poem "Me" by William Saroyan as an introduction to the history of words.	The student: identifies main idea determines sequence of events predicts outcomes makes generalizations and draws conclusions
s (phone) rds /ette) g) yms	make up skits telling ways in which they think words may have originated	speaks clearly tests conclusions and deductions
	look up their first and/or last names in the unabridged dictionary or book of names to find their origin	uses specialized references uses the dictionary effectively for a variety of purposes
	combine animal names to create new names and then draw or paint pictures to illustrate how the "new" animal might look. Example: eleduck (elephant/duck), buffarilla (buffalo/gorilla)	uses facts to make deductions and generalizations

LEVEL 3-5

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Language Experiences	Behavi
LANGUAGE CHANGES HISTORICALLY Meaning of words change by: Generalization (hazard) Specialization (meat) Amelioration (stewart) Pejorative (fool)	The students: view filmstrips, magazines, newspapers, and examples of specific events of happenings and list words that have developed from these. Example: space program - astronaut, satellite, space capsule, sky lab drug programs- speed, grass, pot, horse movement - hippie, flower-child, ecology, Jesus~~-freak~~ fad - health foods, natural goods, maxi, mini, micro, sizzler medicine - electro cardiogram, artificial organs, rejection, acupuncture, pace-maker, transplant, sickle cell anemia	The studen interpre speciali relates languag collect of sour skims fo appropr

LEVEL 3-5

LANGUAGE CHANGES CONSTANTLY

	Language Experiences	Behavioral Skills
HISTORICALLY ds change on (hazard) on (meat) (stewart) (fool)	The students: view filmstrips, magazines, newspapers, and examples of specific events of happenings and list words that have developed from these. Example: space program - astronaut, satellite, space capsule, sky lab drug programs- speed, grass, pot, horse movement - hippie, flower-child, ecology, Jesus-freak fad - health foods, natural goods, maxi, mini, micro, sizzler medicine - electro cardiogram, artificial organs, rejection, acupuncture, pace-maker, transplant, sickle cell anemia	The student: interprets picturesque language and specialized vocabularies relates written symbol to spoken language collects information from a variety of sources skims for tentative information of appropriate material

ASSESSMENT ACTI 3-5
CONCEPT III
LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavi
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTINGS	The students:	The studen
LANGUAGE CHANGES HISTORICALLY	bring in objects or pictures of objects from the past with names that have changed historically. Examples: steam iron-flat iron, peanut-goober, dragon fly-darning needle, snake doctor-mosquito hawk, glasses-spectacles, stream-creek, brook-branch-kill, basin-sink, crib-cradle, car-horseless carriage.	follows perceive multiple tion app
	research and write a report including the following information about their objects: various names of the object, origin of the names, origin of the object, its uses, its design and changes in the design.	distingu and opin makes su criminat percepti word fo phonetic structur
		states m in other writes b various determin collects variety uses par identif and sele importan

ASSESSMENT ACTI 3-5
CONCEPT III
LANGUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
BECAUSE OF CIAL SETTINGS HISTORICALLY	The students:	The student:
	bring in objects or pictures of objects from the past with names that have changed historically. Examples: steam iron-flat iron, peanut-goober, dragon fly-darning needle, snake doctor-mosquito hawk, glasses-spectacles, stream-creek, brook-branch-kill, basin-sink, crib-cradle, car-horseless carriage.	follows oral directions perceives that words may have multiple meanings; makes selection appropriate to context
	research and write a report including the following information about their objects: various names of the object, origin of the names, origin of the object, its uses, its design and changes in the design.	distinguishes between fact and opinion makes aural and visual discriminations through: auditory perception, picture-object clues, word form clues, contextual clues, phonetic clues, phonetic analysis, structural analysis states main ideas and details in other selections writes basic patterns for various purposes determines purpose for reading collects information from a variety of sources uses parts of a book identifies a sequence of ideas and selects those that are most important

ASSESSMENT ACTIVITY 3-5
CONCEPT III
LANGUAGE CHANGES CONSTANTLY
(CONT.)

Undserstandings	Learning Experiences	Behavior
	The students:	The student: identifies
		gathers i
		interprets
	Present their findings orally to the rest of the class	speaks cl
		expresses verbal me
		makes gen
		uses caus relationsh
		determines
	Set up a museum showing the objects and information. Them they write invitations to other classes to visit their museum	identifies with spok
		writes pa purpose

ASSESSMENT ACTIVITY 3-5
CONCEPT III
LANGUAGE CHANGES CONSTANTLY
(CONT.)

Learning Experiences	Behavioral Skills
The students:	The student: identifies needed information
	gathers information
	interprets facts
Present their findings orally to the rest of the class	speaks clearly
	expresses a thought as a verbal message
	makes generalizations
	sees cause and affect relationships
	determines cause and effect
Set up a museum showing the objects and information. Then they write invitations to other classes to visit their museum	identifies written symbols with spoken language
	writes paragraph for specific purpose

LEVEL 3-5

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavior
APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR	The students: create conversations which occur in various social settings. They then present them to the class in a role-playing situation. Examples: Greeting a visitor, interviewing community people, playing together on the playground.	The student: speaks clea speaks flue shifts the the situati compares contrasts establishes
	write letters to friends and business organizations, and compare the different forms of letter writing.	uses varied writes clea writes para compares contrasts establishe
	role-play various ways in which they might apply for a job. Examples: Batboy, circus performer fashion show model, cutting lawns, babysitting, walking a pet, tutoring.	seeks alte establishe uses effec closing st presentati asks relev relevant c speaks cle

LEVEL 3-5

GUAGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavior Skills
E PAT- G TO THE HICH THEY	The students: create conversations which occur in various social settings. They then present them to the class in a role-playing situation. Examples: Greeting a visitor, interviewing community people, playing together on the playground.	The student: speaks clearly speaks fluently shifts the level of speech to fit the situation compares contrasts establishes criteria
	write letters to friends and business organizations, and compare the different forms of letter writing.	uses varied sentence patterns writes clearly and concisely writes paragraphs for specific purpose compares contrasts establishes criteria
	role-play various ways in which they might apply for a job. Examples: Batboy, circus performer fashion show model, cutting lawns, babysitting, walking a pet, tutoring.	seeks alternatives establishes criteria uses effective introductory and closing statements in formal presentation asks relevant questions and makes relevant comments speaks clearly and logically

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavior
A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER	The students: discuss the interests and background of primary pupils. Students then write individual books for primary pupils.	The student: speaks cle uses preci keeps to t makes gene conclusion writes bas purposes organizes follows cu capitaliza proofreads writes rel order usi establishe identifie

	Learning Experiences	Behavioral Skills
R CONSIDERS , AND BACK- ENER OR	The students: discuss the interests and background of primary pupils. Students then write individual books for primary pupils.	The student: speaks clearly uses precise words keeps to the topic under discussion makes generalizations and draws conclusions writes basic patterns for various purposes organizes information follows current practice in use of capitalization and punctuation proofreads and corrects writes related ideas in logical order using paragraph form establishes criteria identifies needed information

LEVEL 5

CONCEPT IV -LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavior
SHIFTING LOYALTIES AND GOALS, BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERN.	The students: discuss the different vocabularies used by various in groups and through role playing show that language changes in each group. Example: Little League, Brownies, Glee Club, Church Youth organizations	The student: determines makes gene conclusion tells abou makes rele determines uses speci speaks cle places ide decides wh true or fa writes par purposes identifie spoken la determine identifie
LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE	read and discuss biographies or autobiographies. They then write and taperecord their own autobiographies.	

LEVEL 5

GUAGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
AND GOALS, SOCIAL, CHANGE	The students: discuss the different vocabularies used by various in groups and through role playing show that language changes in each group. Example: Little League, Brownies, Glee Club, Church Youth organizations	The student: determines cause and effect makes generalizations and draws conclusions tells about one idea at a time makes relevant comment determines logical relationships
CULTURE AND PERSONAL	read and discuss biographies or autobiographies. They then write and taperecord their own autobiographies.	uses specialized references speaks clearly places ideas in sequence decides whether statements are true or false writes paragraphs for specific purposes identifies written symbols with spoken language determines purpose for reading identifies needed information

LEVEL 3-5

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behaviora
LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY	The students: divide into two groups to form clubs which develop secret terms and phrases. Then each group tries to interpret terms and phrases of the other groups. The students discuss how the language reflects the identity of a particular group.	The student: speaks clea makes gener conclusions expresses a message

LEVEL 3-5

GUAGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
ECTS L IDENTITY	The students: divide into two groups to form clubs which develop secret terms and phrases. Then each group tries to interpret terms and phrases of the other groups. The students discuss how the language reflects the identity of a particular group.	The student: speaks clearly makes generalizations or draws conclusions expresses a thought as a verbal message

ASSESSMENT ACTIVITY 3-5
CONCEPT IV
LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavior
APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR. A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER SHIFTING LOYALTIES AND GOALS, BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERNS. LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE. LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY.	The students: write and present a play about "A Day with Johnny" showing different scenes. Example: a) Mother awakening Johnny, b) breakfast with his family, c) a bus trip with strangers, d) a visit with his grandparents, e) a bus trip back with his friends, f) playing baseball with his friends, g) greeting his father at the end of the day, h) babysitting his younger siblings	The student: identifies signals as follows or relates en to specifi identifies speaks cle expresses verbal mes perceives well as de or words places ide writes bas various pu writes par purpose responds n verbal mes responds n non-verbal determines

ASSESSMENT ACTIVITY 3-5
CONCEPT IV
LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
E PATTERNS HE SOCIAL HEY OCCUR. R CONSIDERS , AND BACK- ENER OR AND GOALS, SOCIAL, MO- HANGE LAN- CULTURE AND PERSONAL LECTS GROUP NTITY.	The students: write and present a play about "A Day with Johnny" showing different scenes. Example: a) Mother awakening Johnny, b) breakfast with his family, c) a bus trip with strangers, d) a visit with his grandparents, e) a bus trip back with his friends, f) playing baseball with his friends, g) greeting his father at the end of the day, h) babysitting his younger siblings	The student: identifies voice change signals as changes in feeling follows oral directions relates environmental sounds to specific situations identifies main idea speaks clearly expresses a thought as a verbal message perceives connotative as well as denotative qualities or words places ideas in sequence writes basic patterns for various purposes writes paragraph for specific purpose responds non-verbally to a verbal message responds non-verbally to a non-verbal message determines cause and effect

5

LEVEL 3-5

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral
LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS	The students: arrange mock interviews with historical or fictional characters who try to influence the student to read literature about them. Example: George Washington, Benjamin Franklin, Columbus, Humpty Dumpty, Jack and the Beanstalk	The student expresse response shifts th situation recognize establish determine distingu detects
LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY	compile lists of words selected that create certain pleasant or unpleasant feelings. Examples: birthday, picnic, field trip, accident, homework, garbage, They then tell why a particular word caused a pleasant or unpleasant feeling.	expresses message writes b purposes reaches l preceives denotativ

LEVEL 3-5

NGUAGE HAS POWER

	Learning Experiences	Behavioral Skills
ERFUL IN- UENCING G THOUGHTS	The students: arrange mock interviews with historical or fictional characters who try to influence the student to read literature about them. Example: George Washington, Benjamin Franklin, Columbus, Humpty Dumpty, Jack and the Beanstalk	The student: expresses a thought as a verbal response shifts the level of speech to fit the situation recognizes techniques of persuasion establishes criteria determines validity of arguments distinguishes fact from opinion detects implication in language
UIRES CARE	compile lists of words selected that create certain pleasant or unpleasant feelings. Example: birthday, picnic, field trip, accident, homework, garbage, They then tell why a particular word caused a pleasant or unpleasant feeling.	expresses a thought as a verbal message writes basic patterns for various purposes reaches logical conclusions preceives connotative as well as denotative qualities of words

CONCEPT V - LANGUAGE HAS POWER

Understnadings	Learning Experiences	Behavio
LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS	The students:	The student
	write letters to persuade friends to do something they particularly wish them to do. Example: play a certain game, go to see a movie, view one T.V. program instead of another	expresse response shifts th the situa recogniz establis determin distingu detects
	conduct a mock election. The chosen candidates will write and present their campaign speeches	expresse response shifts t the situ recogniz establis determin distingu detects

ANGUAGE HAS POWER

	Learning Experiences	Behavioral Skills
WERFUL IN- LUENCING NG THOUGHTS	The students:	The student:
	write letters to persuade friends to do something they particularly wish them to do. Example: play a certain game, go to see a movie, view one T.V. program instead of another	expresses a thought as a verbal response shifts the level of speech to fit the situation recognizes techniques of persuasion establishes criteria determines validity of arguments distinguishes fact from opinion detects implication in language
	conduct a mock election. The chosen candidates will write and present their campaign speeches	expresses a thought as a verbal response shifts the level of speech to fit the situation recognizes techniques of persuasion establishes criteria determines validity of arguments distinguishes fact from opinion detects implications in language

Understandings	Learning Experiences	Behavioral
	The students:	The student:
LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY	listen to the story "The Boy Who Cried Wolf" and discuss the influence the words had on the villagers.	determines uses facts generaliza recognizes and values incorporat behavior
SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE	say the same words or phrases with different emphasis. Example: Be quiet! Oh, be quiet; strike! Students then listen to the differences in phrases and discuss the actions suggested by each	identifies in sound discriminat ences in s identifies changes in identifies identifies speaks clo expresses message

LEVELS 3-5

AGE HAS POWER

	Learning Experiences	Behavioral Skills
ES CARE	The students: listen to the story "The Boy Who Cried Wolf" and discuss the influence the words had on the villagers.	The student: determines cause and effect uses facts to make deductions and generalizations recognizes unstated assumptions and values incorporates judgements into behavior
ON HAS IS ERS EACH	say the same words or phrases with different emphasis. Example: Be quiet! Oh, be quiet; strike! Students then listen to the differences in phrases and discuss the actions suggested by each	identifies likenesses and differences in sound discriminates likenesses and differences in speech identifies voice change signals as changes in feeling identifies main idea identifies tone or mood speaks clearly expresses a thought as a verbal message

LEVEL 3-5

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavio
SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE	The students: make a booklet of command phrases to be interpreted by other readers. Example: Get going, get away	The stude identif differe discrim differe identif signals identif identif speaks express verbal writes cisely identif with sp perceiv multipl writes various

LEVEL 3-5

E HAS POWER

	Learning Experiences	Behavioral Skills
ION HAS T IS VERS F EACH	The students: make a booklet of command phrases to be interpreted by other readers. Example: Get going, get away	The student: identifies likenesses and differences in sound discriminates likenesses and differences in speech identifies voice change in signals as changes in feeling identifies main idea identifies tone or mood speaks clearly expresses a thought as a verbal message writes clearly and concisely identifies written symbols with spoken language perceives that words have multiple meanings writes basic patterns for various purposes

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behaviora
LANGUAGE IS INFLUENCED BY MASS MEDIA	The students:	The studen
	listen to several examples of expressions from mass media that have become a part of our jargon. They then identify the original source of these expressions. Students also discuss how TV shows have affected our language Example: "The devil made me do it", "Super Fly" "Hey, hey, hey" Fat Albert, "What you see is what you get".	receives variety tapes, r uses new conversa interpre and spec
	examine headlines from current newspapers which are mounted on a bulletin board. They then read or listen to the article for each headline and note how the information given compares with the headline. They discuss how the headline is used on an eye catching device and may not necessarily relate to the article itself.	identifi spoken l associat written draws lo interpre compares determin

LEVEL . 5

GUAGE HAS POWER

	Learning Experiences	Behavioral Skills
LUENCED	The students:	The student:
	listen to several examples of expressions from mass media that have become a part of our jargon. They then identify the original source of these expressions. Students also discuss how TV shows have affected our language. Example: "The devil made me do it", "Super Fly" "Hey, hey, hey" Fat Albert, "What you see is what you get".	receives information from a variety of sources such as TV, tapes, records, radio, people uses newly acquired words in conversation interprets picturesque language and specialized vocabularies
	examine headlines from current newspapers which are mounted on a bulletin board. They then read or listen to the article for each headline and note how the information given compares with the headline. They discuss how the headline is used on an eye catching device and may not necessarily relate to the article itself.	identifies written symbols with spoken language associated literal meaning with written symbols draws logical implications interprets facts compares determines bias

LEVEL 3-5

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavi
LANGUAGE IS INFLUENCED BY MASS MEDIA	The students:	The student
Mass media accelerates language communication	discuss various methods of communication, and make a scrap book showing past and present methods of communication	expresses message comp contr
Mass media increases the need for critical listening		
Mass media increases the need for standards of selection	tell or dramatize the ways in which an important message might be sent to a member of the family in the same house, a grandmother a few blocks away, someone in another town, someone in another country, someone in another world.	shifts th the situ
	listen to familiar commercial slogan. Example: "stronger than dirt" - Janitor in a drum; "Put a tiger in your tank" - Exxon; "Makes you feel like a King" - Imperial Margarine. Students then think about what is intended in the message and decide what should be some standard for selection of products.	determin
		recognize
		decides w or false
		incorpora
		judges re
		preceives denotativ

LEVEL 3-5

NGUAGE HAS POWER

	Learning Experiences	Behavioral Skills
ENCED BY	The students:	The student:
lerates ication	discuss various methods of communication, and make a scrap book showing past and present methods of communication	expresses a thought as a verbal message compares contrasts
eases the al listening		
eases the rds of	tell or dramatize the ways in which an important message might be sent to a member of the family in the same house, a grandmother a few blocks away, someone in another town, someone in another country, someone in another world.	shifts the level of speech to fit the situation
	listen to familiar commercial slogan. Example: "stronger that dirt" - Janitor in a drum; "Put a tiger in your tank" - Esso; "Makes you feel like a King" - Imperial Margarine. Students then think about what is intended in the message and decide what should be some standard for selection of products.	determines cause and effect recognizes errors in logic decides whether statements are true or false incorporates judgements into behavior judges reliability of data preceives connotative as well as denotative qualities of words

LEVEL 3-5

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavio
WORDS IN LANGUAGE HAVE MANY MEANINGS	The students:	The student
The power of language depends on the words that are chosen and their arrangement	make two sketches to illustrate a common phrase, with one sketch showing the literal meaning, and the other showing figurative meaning Example: "put your foot in your mouth"	compares contrasts perceives denotativ
The context in which a word appears determines its meaning		
In life and literature, words acquire a cluster of meanings on different levels of experience.	write stories explaining the origins of common figurative phrases. Example: apple of my eye, a thorn in my side, toot your own horn	detects i substitut for clich writes ba purposes
The connotation of words is more useful in persuading people than the denotation of words.		writes ra draws log
Words acquire connotations as a result of individual and group associations and experiences with them.		makes war
The meaning most generally agreed upon by users is the denotative meaning of the word.		

LEVEL 3-5

GUAGE HAS POWER

	Learning Experiences	Behavioral Skills
HAVE MANY	The students:	The student:
guage de- ds that are arrange-	make two sketches to illustrate a common phrase, with one sketch showing the literal meaning, and the other showing figurative meaning Example: "put your foot in your mouth"	compares contrasts perceives connotative as well as denotative qualities of words
hich a word es its mean-		
rature, cluster of erent ence.	write stories explaining the origins of common figurative phrases. Example: apple of my eye, a thorn in my side, toot your own horn	detects implication in language substitutes original expressions for cliches and hackneyed phrases
of words is ersuading denotation		writes basic patterns for various purposes writes related ideas
connota- ult of group nd ex- them.		draws logical implications makes warranted inferences
st generally users is meaning		

ASSESSMENT ACTIVITY 3-5
CONCEPT V
LANGUAGE HAS POWER

Understandings	Learning Experiences	Behav
LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS	The students: write skits emulating the roles of famous T.V. personalities and familiar commercials. They tape sound effects. They then design a frame to be used as a giant T.V. set.	The stude identif signa
LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY		relates to spec
SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE	using their classroom as a T.V. studio, they present their skits and commercials (responsibility for script writing, casting, staging, production, commercials, should be delegated to committees or individuals.)	identif selects variety tapes,
LANGUAGE IS INFLUENCED BY MASS MEDIA		disting and opi
WORDS IN A LANGUAGE HAVE MANY MEANINGS		speaks
		express verbal
		perceiv multipl
		states in othe
		places
		makes g
		writes various
		recogni propagan

ASSESSMENT ACTIVITY 3-5
CONCEPT V
LANGUAGE HAS POWER

s	Learning Experiences	Behavioral Skills
OWERFUL INSTRU- NCING AND/OR UGHTS AND REQUIRES CARE ITY NICATION HAS ES, IT IS RECEIVERS ONE OF EACH LUENCED BY UAGE HAVE	The students: write skits emulating the roles of famous T.V. personalities and familiar commercials. They tape sound effects. They then design a frame to be used as a giant T.V. set. using their classroom as a T.V. studio, they present their skits and commercials (responsibility for script writing, casting, staging, production, commercials, should be delegated to committees or individuals.)	The student: identifies voice change signals as changes in feelings relates environmental sounds to specific situations identifies main idea selects information from a variety of sources; T.V.; tapes, records distinguishes between fact and opinion speaks clearly expresses a thought as a verbal message perceives that words may have multiple meanings states main ideas and details in other selections places in sequence makes generalizations writes basic patterns for various purposes recognizes techniques of propaganda and persuasion.

ASSESSMENT ACTIVITY 3-5
CONCEPT V
LANGUAGE HAS POWER (con't.)

Understandings	Learning Experiences	Behavio
		The student interpret whether s or false

ASSESSMENT ACTIVITY 3-5
CONCEPT V
LANGUAGE HAS POWER (con't.)

	Learning Experiences	Behavioral Skills
		The student: (cont.) interprets facts - decides whether statements are true or false

LEVEL 3-5

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavior
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students:	The student:
	name objects they see in the classroom. As the teacher lists them on the board, they discuss the fact that all the words are nouns.	speaks cle enunciates identifies spoken l
	work in groups. The leader selects six letters of the alphabet. The players suggest a noun and modifying adjective beginning with that letter. Example: F - friendly fellow (person) frozen forest - (place) funny face - (thing)	identifies spoken l enunciates speaks cle
	form rhyming nouns with their modifiers by making up rhymes to fit non-rhyming descriptions given. Examples: high school homecoming queen - teen queen slender James - slim Jim overweight Kitten - fat cat small hot dog - teeny weiner a happy father - glad dad smart lady - slick chick mongrel's house - mutt's hut store that sells mops - mop shop	identifies spoken l makes aura through au identifies in sound makes comp

LEVEL 3-5

GUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
GUAGE IS NGFUL	The students:	The student:
	name objects they see in the classroom. As the teacher lists them on the board, they discuss the fact that all the words are nouns.	speaks clearly enunciates distinctly identifies written symbols with spoken language
	work in groups. The leader selects six letters of the alphabet. The players suggest a noun and modifying adjective beginning with that letter. Example: F - friendly fellow (person) frozen forest - (place) funny face - (thing)	identifies written symbols with spoken language enunciates distinctly speaks clearly
	form rhyming nouns with their modifiers by making up rhymes to fit non-rhyming descriptions given. Examples: high school homecoming queen - teen queen slender James - slim Jim overweight Kitten - fat cat small hot dog - teeny weiner a happy father - glad dad smart lady - slick chick mongrel's house - mutt's hut store that sells mops - mop shop	identifies written symbols with spoken language makes aural and visual discriminations through auditory perception identifies likeness and differences in sound makes comparisons

LEVEL 3-5

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavio
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students:	The student
	add a proper noun for each common noun in a list. Example: friend - Jane holiday - Christmas president - Richard Nixon (common and proper nouns)	uses conc selects meaning identifie spoken
	listen to the poem "Our Funny Language" from Our English Language Level 5, American Book Company, and then discuss the ways in which words are made plural. (singular and plural)	makes com makes aur through and str
	select partners. One student gives a sentence using the singular form. His partner gives the same sentence in the plural form. Example: The boy walked down the street. The boys walked down the street. Use all plural forms including irregular forms.	speaks cl makes aur through and str
	cut pictures from magazines and newspapers and place them under the captions of persons, places, things, on a bulletin board.	makes ger conclus summarize

LEVEL 3-5

ANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
ANGUAGE IS ANINGFUL	The students:	The student:
	add a proper noun for each common noun in a list. Example: friend - Jane holiday - Christmas president - Richard Nixon (common and proper nouns)	uses concise words selects structures to extend meanings identifies written symbols with spoken language
	listen to the poem "Our Funny Language" from Our English Language Level 5, American Book Company, and then discuss the ways in which words are made plural. (singular and plural)	makes comparisons makes aural and visual discrimination through the use of word form clues and structural analysis
	select partners. One student gives a sentence using the singular form. His partner gives the same sentence in the plural form. Example: The boy walked down the street. The boys walked down the street. Use all plural forms including irregular forms.	speaks clearly makes aural and visual discrimination through the use of word form clues and structural analysis
	cut pictures from magazines and newspapers and place them under the captions of persons, places, things, on a bulletin board.	makes generalizations and draws conclusions summarizes and organizes information

LEVEL 3-5

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavio
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students:	The student
	listen to sentences given by the teacher and write the possessives to substitute for part of the sentence. Examples: The bark of the dog is loud. (dog's bark) The car owned by my father is old. (father's car)	discrimin minor d identifie spoken writes cl
	divide into two teams. The teacher gives sentence fragments. A member of one team goes to the board and writes the possessive form - (class pencil sharpener, Bob's gloves). If the form is written correctly the team scores a point. Examples: "The pencil sharpener belonging to our class" or "These gloves belonging to Bob".	identifie spoken follows o discrimin minor d writes cl
	read a paragraph with all the adjecttives underlined, and discuss how the words are alike. If the word adjective is unknown the teacher introduces it.	identifie spoken identifie makes gen follows o selects a

LEVEL 3-5

NGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
ANGUAGE IS NINGFUL COM-	The students:	The student:
	listen to sentences given by the teacher and write the possessives to substitute for part of the sentence. Examples: The bark of the dog is loud. (dog's bark) The car owned by my father is old. (father's car)	discriminates between major and minor details identifies written symbols with spoken language. writes clearly and concisely
	divide into two teams. The teacher gives sentence fragments. A member of one team goes to the board and writes the possessive form - (class pencil sharpener, Bob's gloves). If the form is written correctly the team scores a point. Examples: "The pencil sharpener belonging to our class" or "Those gloves belonging to Bob".	identifies written symbols with spoken language follows oral directions discriminates between major and minor details writes clearly and concisely
	read a paragraph with all the adjectives underlined, and discuss how the words are alike. If the word adjective is unknown the teacher introduces it.	identifies written symbols with spoken language identifies details makes generalizations follows oral directions selects and evaluates information

LEVEL 3-5

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behaviora
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students:	The student:
	circle all the adjectives in a paragraph or several paragraphs.	selects and
	write paragraphs using as many adjectives as possible. Students may exchange paragraphs with each other. Each student lists the adjective he finds in the paragraph he is reading. He then writes his own paragraph using the same adjectives his friend has used. Students may then compare the different ways in which the same adjectives have been used	identifies spoken la places idea writes a pa purpose selects and
	choose three classmates to stand together to show differences in height. Discuss the differences in terms of tall, taller, and tallest. Students note the different endings added and the differences they caused in meaning.	makes compa makes aural through s endings,
	look at a picture of three girls of different size, height, color clothes, and shoes and write as many comparative sentences about the girls as they can.	makes visua picture c writes basi purposes writes clea

LEVEL 3-5

UAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
UAGE IS GFUL	The students:	The student:
	circle all the adjectives in a paragraph or several paragraphs.	selects and evaluates information
	write paragraphs using as many adjectives as possible. Students may exchange paragraphs with each other. Each student lists the adjective he finds in the paragraph he is reading. He then writes his own paragraph using the same adjectives his friend has used. Students may then compare the different ways in which the same adjectives have been used	identifies written symbols with spoken language places ideas in sequence writes a paragraph for specific purpose selects and evaluates information
	choose three classmates to stand together to show differences in height. Discuss the differences in terms of tall, taller, and tallest. Students note the different endings added and the differences they caused in meaning.	makes comparisons makes aural and visual discriminations through structural analysis: endings, root words.
	look at a picture of three girls of different size, height, color clothes, and shoes and write as many comparative sentences about the girls as they can.	makes visual discrimination through picture clues writes basic patterns for various purposes writes clearly and precisely.

LEVEL 3-5

CONCEPT VI - LANGUAGE IS STRUCTURED ; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students: locate sentences containing two or more adjectives. They write these, changing only the adjectives. They then discuss how the picture formed in the mind changes when only the adjectives are changed.	The student: interprets mea order in se uses subjects, compliments writes basic p purposes writes related
	start a collection of effective descriptive words that could be used in place of nice, pretty, big, little, good, and other overworked words. They use the dictionary to find synonyms.	uses a dictio for a variety
	play "Describer". Three or four children are "it" and leave the room. The rest of the class selects an object. The "its" return and guess the object by asking describing questions.	uses varied se asks relevant uses precise w describes attr
	sit in a circle with their eyes closed. The teacher passes several objects around such as cloves, onions, vinegar, perfume, motor oil. The students write as many words in one minute as they can to describe each smell without using good or nice. Adaptation - each child might be given a different substance to describe.	uses precise w follows oral d tells about ev describes attr forms sensory makes generali conclusions

LEVEL 3-5

E IS STRUCTURED ; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
E IS L	The students: locate sentences containing two or more adjectives. They write these, changing only the adjectives. They then discuss how the picture formed in the mind changes when only the adjectives are changed.	The student: interprets meaning through word order in sentences uses subjects, predicates, compliments writes basic patterns for various purposes writes related ideas
	start a collection of effective descriptive words that could be used in place of nice, pretty, big, little, good, and other overworked words. They use the dictionary to find synonyms.	uses a dictionary efficiently for a variety of purposes.
	play "Describer". Three or four children are "it" and leave the room. The rest of the class selects an object. The "its" return and guess the object by asking describing questions.	uses varied sentence patterns asks relevant questions uses precise words describes attributes of objects
	sit in a circle with their eyes closed. The teacher passes several objects around such as cloves, onions, vinegar, perfume, motor oil. The students write as many words in one minute as they can to describe each smell without using good or nice. Adaptation - each child might be given a different substance to describe.	uses precise words follows oral directions tells about one idea at a time describes attributes of objects forms sensory images makes generalizations or draws conclusions

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings

ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION

Learning Experiences

The students:

make "Word Snapshots" by writing descriptions about one person. Word descriptions could include information about physical appearance, behavior, talent, personality, activities, and other traits.

Examples:

physical appearance - brown eyes
behavior - good
talent - baseball player
activities or interests - athletics
personality - good natured
other - clever.

choose cards with action words on them. Examples: clap, leap, walk. Each student pantomimes his actions, and the others identify the action word being pantomimed. A list is made of the verbs on a chart marked present and past. The students discuss the form of the verb after an action is completed.

Example:

Present	Past
leap	leaped
clap	clapped
walk	walked

Behavioral Sk

The student:

makes generalis
uses precise wo
writes related
recognizes univ
human traits

makes aural an
associates lite
written symb
summarizes ide

E IS
L

Learning Experiences

The students:

make "Word Snapshots" by writing descriptions about one person. Word descriptions could include information about physical appearance, behavior, talent, personality, activities, and other traits.

Examples:
physical appearance - brown eyes
behavior - good
talent - baseball player
activities or interests - athletics
personality - good natured
other - clever.

choose cards with action words on them. Examples: clap, leap, walk. Each student pantomimes his actions, and the others identify the action word being pantomimed. A list is made of the verbs on a chart marked present and past. The students discuss the form of the verb after an action is completed.

Example:

Present	Past
leap	leaped
clap	clapped
walk	walked

Behavioral Skills

The student:
makes generalizations
uses precise words
writes related ideas
recognizes universality of human traits

makes aural and visual discriminations
associates literal meaning with written symbols
summarizes ideas under discussion

LEVEL 3-

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students:	The student:
	complete a sentence by adding the correct form of the verb. They then change the form of the noun from singular to plural and complete the sentence with the correct form of the verb. The students discuss how the verb changes when the noun changes from singular to plural. Example: look The nurse looks happy. The nurses look happy. taste The lemon tastes sour. The lemons taste sour.	makes general conclusions uses precise uses the dict for a varie uses informat of speech
	look up the verbs on their verb charts in the dictionary, and note the fact that the words they find in the dictionary are the "root" words.	makes general conclusions
	play the game "Help" to provide oral practice in the proper use of auxiliary words. (Game Directions) Choose seven children to hold up verb cards. Choose seven other children to hold up helping word cards. Each child holding a verb card in turn holds up his word to the class and says, "Do I need help? Does anyone want to help me?" If the word on the card needs a helping word, the pupils holding the helping words raise their cards.	uses informat speech makes general uses precise

	Learning Experiences	Behavioral Skills
AGE IS FUL	The students:	The student:
	complete a sentence by adding the correct form of the verb. They then change the form of the noun from singular to plural and complete the sentence with the correct form of the verb. The students discuss how the verb changes when the noun changes from singular to plural. Example: look The nurse looks happy. The nurses look happy. taste The lemon tastes sour. The lemons taste sour.	makes generalizations and draws conclusions uses precise words uses the dictionary efficiently for a variety of purposes uses information concerning parts of speech
	look up the verbs on their verb charts in the dictionary, and note the fact that the words they find in the dictionary are the "root" words.	makes generalizations and draws conclusions
	play the game "Help" to provide oral practice in the proper use of auxiliary words. (Game Directions) Choose seven children to hold up verb cards. Choose seven other children to hold up helping word cards. Each child holding a verb card in turn holds up his word to the class and says, "Do I need help? Does anyone want to help me?" If the word on the card needs a helping word, the pupils holding the helping words raise their cards.	uses information concerning parts of speech makes generalizations uses precise words

LEVEL 3-5

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behaviora
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students: (cont.)	The student
	Choose another child from the class to match the verb with a helping word and use the verb and a helping word in a sentence.	
	ask a question of another student who responds by using another form of the same verb. Example: "I saw a jet bomber. What have you seen, Mary?" Mary answers by saying, "I have seen a ________." Mary then asks a question of another child using the verbs saw and have seen and the game continues.	substitutes for anoth makes gener uses precis uses inform of speech
	change several positive sentences into negative sentences by adding the word "not." They then discuss what happens to the meaning of each sentence when "not" is added.	writes basi purposes varies and patterns substitutes for anoth uses inform of speech uses varied

LEVEL 3-5

GUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
GUAGE IS NGFUL	The students: (cont.)	The student: (cont.)
	Choose another child from the class to match the verb with a helping word and use the verb and a helping word in a sentence.	
	ask a question of another student who responds by using another form of the same verb. Example: "I saw a jet bomber. What have you seen, Mary?" Mary answers by saying, "I have seen a ________." Mary then asks a question of another child using the verbs saw and have seen and the game continues.	substitutes one kind of structure for another makes generalizations uses precise words uses information concerning parts of speech
	change several positive sentences into negative sentences by adding the word "not." They then discuss what happens to the meaning of each sentence when "not" is added.	writes basic patterns for various purposes varies and expands basic sentence patterns substitutes one kind of structure for another uses information concerning parts of speech uses varied sentence patterns

LEVEL 3-

CONCEPTS VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral S
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students:	The student:
	using the sentence "You can run" list words that can be placed after run to make the sentence tell more. The teacher asks: "Are the words you suggested adjectives? If not, why not? What might they be?"	uses precise uses varied s
	complete the blanks in sentences. Example: We talk in a quiet way. We talk ___________. (quietly)	uses informat of speech substitutes o for another selects struc meaning or
	complete a work sheet which contains two word sentences by furnishing a word that tells now. They then discuss how these give a reader a more exact picture.	uses structur or add emph
	circle the adverbs in a paragraph. They orally, experiment with moving the adverbs to another position in the sentence.	rearranges se parts selects struc meaning
	write three noun-verb sentences and three noun-verb-noun sentences. One student reads aloud one of his sentences and calls on a volunteer to add an adverb to the sentence.	writes basic purposes varies and ex patterns

LEVEL 3-

GE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
E IS L	The students:	The student:
	using the sentence "You can run" list words that can be placed after run to make the sentence tell more. The teacher asks: "Are the words you suggested adjectives? If not, why not? What might they be?"	uses precise words uses varied sentence patterns
	complete the blanks in sentences. Example: We talk in a quiet way. We talk __________. (quietly)	uses information concerning parts of speech substitutes one kind of structure for another selects structure to extend meaning or add emphasis
	complete a work sheet which contains two word sentences by furnishing a word that tells now. They then discuss how these give a reader a more exact picture.	uses structure to extend meaning or add emphasis
	circle the adverbs in a paragraph. They orally, experiment with moving the adverbs to another position in the sentence.	rearranges sequence of wentence parts selects structures to extend meaning
	write three noun-verb sentences and three noun-verb-noun sentences. One student reads aloud one of his sentences and calls on a volunteer to add an adverb to the sentence.	writes basic patterns for various purposes varies and expands basic sentence patterns

LEVEL 3

CONCEPTS VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behaviora
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students:	The student:
	label one chart how, another chart when, and a third chart where. The students write appropriate adverbs on each chart.	uses precis uses inform of speech
	look at the following sentences and compare them. How are they the same? How are they different? The students discuss the definition of a contraction. I am a student. I'm a student. The book is not here. The book isn't here. I have a penny. I've a penny.	makes gener identifies spoken la makes visua structura relates wri language
	look at a list of contractions and write the two words which formed the contractions. List the letter or letters omitted. Examples: wouldn't - would not - o can't - can not - no I'll - I will - wi	identifies spoken la makes visua structure relates wri languages follows cur punctuati

LEVEL 3

GUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
UAGE IS GFUL	The students:	The student:
	label one chart how, another chart when, and a third chart where. The students write appropriate adverbs on each chart.	uses precise words uses information concerning parts of speech
	look at the following sentences and compare them. How are they the same? How are they different? The students discuss the definition of a contraction. I am a student. I'm a student. The book is not here. The book isn't here. I have a penny. I've a penny.	makes generalizations identifies written symbols with spoken language makes visual discrimination through structural analysis relates written symbols with spoken language
	look at a list of contractions and write the two words which formed the contractions. List the letter or letters omitted. Examples: wouldn't - would not - o can't - can not - no I'll - I will - wi	identifies written symbols with spoken language makes visual discrimination through structural analysis relates written symbol to spoken languages follows current practice in use of punctuation

LEVEL [illegible] 5

CEPTS VI - LANGUAGE IS STRUCTURED; IT IS SYSTEM [illegible] AND COMPLETE

Understandings	Learning Experiences	Behaviora
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students:	The student:
	write contractions of noun-verb phrases given on a ditto sheet. Example: I am (I'm) We are (We're) Mary is (Mary's) They have (they've)	follows cur punctuati makes visua structura
	make a list of the contractions found in a given passage in their basal readers and write the words which form the contraction.	follows cur punctuati associates language makes visua structure
	substitute contractions for underlined words in given sentence. Example: I do not have a car. (don't) Mary was not here on Monday. (wasn't) He is late today. (He's)	follows cur punctuati associates language makes visua structural
	read cards containing words that may have several meanings and divide the cards among teams. Example: run, spring, pen.	perceives meanings makes selec context

	Learning Experiences	Behavioral Skills
GUAGE IS NGFUL	The students:	The student:
	write contractions of noun-verb phrases given on a ditto sheet. Example: I am (I'm) We are (We're) Mary is (Mary's) They have (they've)	follows current practice in use of punctuation makes visual discrimination through structural analysis
	make a list of the contractions found in a given passage in their basal readers and write the words which form the contraction.	follows current practice in use of punctuation associates written symbols with oral language makes visual discrimination through structural analysis
	substitute contractions for underlined words in given sentence. Example: I do not have a car. (don't) Mary was not here on Monday. (wasn't) He is late today. (He's)	follows current practice in use of punctuation associates written symbols with oral language makes visual discrimination through structural analysis
	read cards containing words that may have several meanings and divide the cards among teams. Example: run, spring, pen.	perceives words may have multiple meanings makes [illegible]ections appropriate to context

LEVEL 3-

CONCEPTS VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Sk
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students: (cont.)	The student: (con
	They then divide the cards among teams. Using dictionaries the teams find as many meanings as possible for their words and write short paragraphs of "clue meanings" to "stump" the other teams.	uses the dictio for a variety c
	Example: Sometimes you see this in a stocking. Sometimes children do this. What is the word? (run)	
	listen to the reading of a paragraph which contains no pronouns. The students deduce that the paragraph would be more interesting if fewer nouns were used. They then replace some of the nouns with pronouns.	makes generaliz writes basic pa purposes
	look at words to which a prefix has been added	makes aural and through struc uses root word meaning uses informati speech selects struct or add empha
	discuss how the prefix changes the meaning of the word.	
	Examples: clean - unclean tidy - untidy	

LEVEL 3-

GE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
E IS L	The students: (cont.) They then divide the cards among teams. Using dictionaries the teams find as many meanings as possible for their words and write short paragraphs of "clue meanings" to "stump" the other teams. Example: Sometimes you see this in a stocking. Sometimes children do this. What is the word? (run)	The student: (cont.) uses the dictionary effciently **for a variety of purposes**
	listen to the reading of a paragraph which contains no pronouns. The students deduce that the paragraph would be more interesting if fewer nouns were used. They then replace some of the nouns with pronouns.	makes generalizations writes basic patterns for various purposes
	look at words to which a prefix has been added discuss how the prefix changes the meaning of the word. Examples: clean - unclean tidy - untidy	makes aural and visual discriminations through structural analysis uses root words and affixes to derive meaning uses information concerning parts of speech selects structure to extend meaning or add emphasis

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students: look at a list of words with suffixes added and discuss the meaning of the suffix. Example: vitaminize, sanforize, flavorize, urbanize.	The student: makes aural a through str uses root wor meaning selects struc or add emph

LEVEL 3-

AGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
AGE IS FUL	The students: look at a list of words with suffixes added and discuss the meaning of the suffix. Example: vitaminize, tenderize, flavorize, urbanize.	The student: makes aural and visual discriminations through structural analysis uses root words and affixes to derive meaning selects structure to extend meaning or add emphasis

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavi
THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT	The students: listen to "Our Knights of Speech" in Our Language Today, Level 5, American Book Co and discuss the generalization that nouns and verbs work together. Each is important in a sentence. Students match the noun and its markers with the verb and its auxiliaries to make a sentence. Example: 1. The king — 2. were marching 2. Many soldiers — 3. are flowing 3. Those rivers — 1. is thinking	The studen identifi identifi distingu view makes co
	match subjects and predicates to make complete sentences. Example: 1. Many poets — 4. is made up of colors 2. The monkey — 3. works in a bank 3. My father — 1. write children's poetry 4. A rainbow — 2. climbed up the vine	rearrang parts writes c combines relati

LE 3-5

LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
TICAL DEVICE RD ORDER	The students: listen to "Our Knights of Speech" in *Our Language Today*, Level 5, American Book Co and discuss the generalization that nouns and verbs work together. Each is important in a sentence. Students match the noun and its markers with the verb and its auxiliaries to make a sentence. Example: 1. The king 2. were marching 2. Many soldiers 3. are flowing 3. Those rivers 1. is thinking	The student: identifies main idea identifies tone and mood distinguishes various points of view makes comparisons
	match subjects and predicates to make complete sentences. Example: 1. Many poets 4. is made up of colors 2. The monkey 3. works in a bank 3. My father 1. writes children's poetry 4. A rainbow 2. climbed up the vine	rearranges sequence of sentence parts writes clearly and concisely combines ideas to show proper relationship

CONCEPT VI - LNAGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavi
THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT	The students:	The studen
	listen to four students. One says, "I saw a man cut his leg." Another asks "How did it happen?", Another says, "I can't stand the sight of blood!" These sentences are written on the board, and the students answer the following questions: Which person is using a command sentence? Which one is using a statement? Which one is asking a question? Did anyone speak with strong feeling? After each sentence put the word which correctly identifies the kind of sentences it is. Example: Tell us about it. (command) How did it happen? (question) I saw a man cut his leg. (statement) I can't stand the sight of blood! (exclamation)	identifi in sc identifi chang follows punctu
	make up riddles about punctuation practices and punctuation marks. Example: I am little and round. I belong at the end of a telling sentence. What am I? (a period)	follows of pu writes c draws co

	Learning Experiences	Behavioral Skills
TICAL DEVICE RD ORDER	The students: listen to four students. One says, "I saw a man cut his leg." Another asks "How did it happen?", Another says, "I can't stand the sight of blood!" These sentences are written on the board, and the students answer the following questions: Which person is using a command sentence? Which one is using a statement? Which one is asking a question? Did anyone speak with strong feeling? After each sentence put the word which correctly identifies the kind of sentences it is. Example: Tell us about it. (command) How did it happen? (question) I saw a man cut his leg. (statement) I can't stand the sight of blood! (exclamation)	The student: identifies likenesses and differences in sound identifies voice change signals as changes in feeling follows current practice in use of punctuation and capitalization
	make up riddles about punctuation practices and punctuation marks. Example: I am little and round. I belong at the end of a telling sentence. What am I? (a period)	follows current practices in use of punctuation and capitalization writes clearly and concisely draws conclusions

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavior
THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT	The students: fold a sheet of paper into four sections and draw a bear in the first section, a brown bear in the second section, a large brown bear in the third section, and a large brown bear climbing a tree in the fourth section. Students compare the drawings in a series. They then write a sentence for each drawing and discuss how the sentences grow as the pictures become more detailed.	The student: varies and patterns selects st or add preceives
	write adjectives about an animal that is brought into the classroom. They then compare the range of adjectives used and write a paragraph about the animals using the adjectives.	describes makes com writes rel using p writes pa
	name objects in the room and show where they are located. Example: Child names clock. Where is it? On the wall. Child stands under it. The class says: He is under the clock.	uses infor concerni uses prec selects st or add makes gen
	look at pictures and tell where objects are located	

LEVEL 3-5

GUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
CAL DEVICE ORDER	The students:	The student:
	fold a sheet of paper into four sections and draw a bear in the first section, a brown bear in the second section, a large brown bear in the third section, and a large brown bear climbing a tree in the fourth section. Students compare the drawings in a series. They then write a sentence for each drawing and discuss how the sentences grow as the pictures become more detailed.	varies and expands basic sentence patterns selects structures to extend meaning or add emphasis preceives levels of abstraction
	write adjectives about an animal that is brought into the classroom. They then compare the range of adjectives used and write a paragraph about the animals using the adjectives.	describes attributes of objects makes comparisons writes related ideas in logical order using paragraph form writes paragraph for specific purposes
	name objects in the room and show where they are located. Example: Child names clock. Where is it? On the wall. Child stands under it. The class says: He is under the clock.	uses information concerning parts of speech uses precise words selects structure to extend meaning or add emphasis makes generalizations
	look at pictures and tell where objects are located	

LEVE 5

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavio
THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT.	The students: (cont.)	The student
	complete sentences printed on strips by adding prepositional phrases Example: The dog went into the house. The man sat in his car.	
	find the "signal words" in statements and rewrite the sentences, changing the statements to questions - using the correct punctuation and capitalization. Examples: The birds are eating at the feeder. (Are the birds eating at the feeder?) The house was torn down. Was the house torn down? You are going to the picnic. Are you going to the picnic?	follows o writes cle applies s writing follows c punctu
	read sentences to determine if they are statements or questions. They then discuss the structure of each sentence and its punctuation, and list the "signal words" in the questions.	follows o associat written writes cle identifie languag makes vis word fo

LEVE 5

NGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
CAL DEVICE ORDER	The students: (cont.) complete sentences printed on strips by adding prepositional phrases Example: The dog went into the house. The man sat in his car.	The student: (cont.)
	find the "signal words" in statements and rewrite the sentences, changing the statements to questions - using the correct punctuation and capitalization. Examples: The birds are eating at the feeder. (Are the birds eating at the feeder?) The house was torn down. Was the house torn down? You are going to the picnic. Are you going to the picnic?	follows oral directions writes clearly and concisely applies sentence study skills when writing follows correct practice in use of punctuation and capitalization
	read sentences to determine if they are statements or questions. They then discuss the structure of each sentence and its punctuation, and list the "signal words" in the questions.	follows oral directions associates literal meanings with written symbols writes clearly and concisely identifies written symbols with spoken language makes visual discriminations through word form clues and context clues

LEVEL 3-5

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavio
THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT	The students: (cont.) Example: Who came with you? It was James. He is unhappy. Why is he here? Are you going? Isn't it too cold to go swimming? underline the words that are the "signal words" in given sentences that ask questions. Example: Where are the boys going? What is Jack doing? How are you going to the party? Why did he leave? Did you call your mother?	The student identifie languag follows d makes gen associate written

GUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
AL DEVICE ORDER	The students: (cont.)	The student: (cont.)
	Example: Who came with you? It was James. He is unhappy. Why is he here? Are you going? Isn't it too cold to go swimming?	
	underline the words that are the "signal words" in given sentences that ask questions.	identifies written symbols with spoken language follows directions makes generalizations associates literal meanings with written symbols
	Example: Where are the boys going? What is Jack doing? How are you going to the party? Why did he leave? Did you call your mother?	

LEVEL 5

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavior
SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT	The students:	The student:
	rearrange letters to form words, words to form sentences, and sentences to form paragraphs. Examples: atcs - cats acts a built John birdhouse John built a birdhouse. As I came downstairs, our cat Minnie came to greet me. Then I poured some milk for Minnie. Yesterday morning I got up before anyone else in the family. First I went outside to get the milk and paper. Yesterday morning I got up before anyone else in the family. As I came downstairs, our cat Minnie came to greet me. First I went outside to get the milk and paper. Then I poured some milk for Minnie .	identifies spoken l rearranges writes bas purposes places ide
	find the main ideas in several paragraphs	identifies
	find the sentences that do not belong in paragraphs	identifies makes gene identifies related

LEVEL 5

NGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
ECTS ENT	The students:	The student:
	rearrange letters to form words, words to form sentences, and sentences to form paragraphs. Examples: atcs - cats acts a built John birdhouse John built a birdhouse. As I came downstairs, our cat Minnie came to greet me. Then I poured some milk for Minnie. Yesterday morning I got up before anyone else in the family. First I went outside to get the milk and paper. Yesterday morning I got up before anyone else in the family. As I came downstairs, our cat Minnie came to greet me. First I went outside to get the milk and paper. Then I poured some milk for Minnie .	identifies written symbols with spoken language rearranges sequence of sentence parts writes basic patterns for various purposes places ideas in sequence
	find the main ideas in several paragraphs	identifies main idea
	find the sentences that do not belong in paragraphs	identifies main idea makes generalizations identifies details related to a topic

LEVEL 3-3

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavi
SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT	The students: write paragraphs, then scramble the sentences for classmates to put in order	The studen applies writin places i writes r sequen

LEVEL 3-5

ANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
FECTS MENT	The students: write paragraphs, then scramble the sentences for classmates to put in order	The students: applies sentence study skills when writing paragraphs places ideas in sequence writes related ideas in logical sequence in paragraph form

LEVEL 3-5

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral
THE SYSTEMATIC USE OF PITCH, STRESS, AND JUNCTURE AFFECTS MEANING IN ORAL COMMUNICATION	The students: read the same sentence in different ways. Example: Johnny, come here. JOHNNY! Come here. Johnny, COME HERE. compare the reading of a story without, then with the use of expression. They read selections to demonstrate the effect of expression upon meaning.	The student: discriminate intensity identifies v in feeling identifies t gives emphas stress, pa gives emphas stress, pa identifies v in feeling

LEVEL 3-5

AGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
PITCH, AFFECTS NICATION	The students:	The student:
	read the same sentence in different ways. Example: Johnny, come here. JOHNNY! Come here. Johnny, COME HERE.	discriminates among rhythm, pitch, intensity identifies voice changes as changes in feeling identifies tone or mood gives emphasis to ideas by pitch, stress, pause
	compare the reading of a story without, then with the use of expression. They read selections to demonstrate the effect of expression upon meaning.	gives emphasis to ideas by pitch, stress, pause identifies voice changes as changes in feelings

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavio
EACH LANGUAGE HAS ITS OWN SOUND PATTERNS, GRAMMATICAL SYMBOLS, VOCABULARY, OR SYNTAX.	The students: look at the sentence written in a foreign language as the teacher translates it. They then discuss why the sentence sounds strange, and the order of the words in the sentence. Example: Je desire du papier blanc. I want some paper white.	The student identifi in sou identifi in spe makes ge conclu

LE 3-5

ANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
S ITS OWN GRAMMATICAL ARY, OR	The students: look at the sentence written in a foreign language as the teacher translates it. They then discuss why the sentence sounds strange, and the order of the words in the sentence. Example: Je desire du papier blanc. I want some paper white.	The student: identifies likeness and differences in sounds identifies likeness and differences in speech makes generalizations or draws conclusions

LEVEL

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behaviora
THE LANGUAGE SYSTEM OF EVERY CULTURE IS ADEQUATE FOR ITS NEEDS BUT NO LANGUAGE SYSTEM DEFINES REALITY.	The students: tell how they would send a message to a neighboring tribe if they were Indians or in the jungle. They then discuss how they send messages to their neighbors or relatives who may live another place in America. They discuss the concept that each group uses a system that is adequate for its own purpose	The student: transposes a verbal discriminat intensity identifies in gross makes gener conclusic

LEVEL [illegible]

GUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
OF EVERY FOR ITS GE TTY.	The students: tell how they would send a message to a neighboring tribe if they were Indians or in the jungle. They then discuss how they send messages to their neighbors or relatives who may live another place in America. They discuss the concept that each group uses a system that is adequate for its own purpose	The student: transposes a non-verbal message into a verbal message discriminates among rhythm, pitch, intensity, patterns of sounds identifies likenesses and differences in gross and find sounds makes generalizations or draws conclusions

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavio
LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH	The students: combine two short sentences into a variety of new sentences Example: The worm is wiggly. The worm is in the apple. The wiggly worm is in the apple. The worm in the apple is wiggly.	The student varies an pattern

NGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
LLOW FOR TH	The students: combine two short sentences into a variety of new sentences Example: The worm is wiggly. The worm is in the apple. The wiggly worm is in the apple. The worm in the apple is wiggly.	The student: varies and expands basic sentence patterns

CONCEPT VI - LANGAUGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behav
THE FLEXIBILITY OF LANGUAGE MAKES IT POSSIBLE TO EXPRESS IDEAS IN MANY WAYS	The students: look at a sentence on the board containing an over worked word. Example: quick, pretty students write as many synonyms as they can for the words quick and pretty or other adjectives needed in written work. The dictionary or the thesaurus may be used as a resource.	The stude uses pr uses th

LEV 3-5

LANGAUGE IS STRUCTURED; IT IS SYS ATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
OF LANGUAGE E TO EXPRESS YS	The students: look at a sentence on the board containing an over worked word. Example: quick, pretty students write as many synonyms as they can for the words quick and pretty or other adjectives needed in written work. The dictionary or the thesaurus may be used as a resource.	The student: uses precise words uses the thesaurus and dictionary

ASSESSMENT ACTIVITY 3-5
CONCEPT VI
LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavi
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT EACH LANGUAGE HAS ITS OWN SOUND PATTERNS, GRAMMATICAL SYMBOLS, VOCABULARY AND SYNTAX	The students: unscramble letters to make words. They unscramble the words to make sentences. They put these sentences in sequence to make paragraphs. They rewrite the paragraph using correct punctuation and capitalization. The students circle the words that are used as nouns in each sentence. They underline the verbs in each sentence. (Follow a similar procedure for the other parts of speech.)	The studen follows identifi associat with wri perceive as denot words. places i makes ge writes b various writes p fic purp responds non-verb

ASSESSMENT ACTIVITY 3-5
CONCEPT VI
LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
ANGUAGE IS INGFUL COM- ICAL DEVICE ORDER FECTS MENT ITS OWN RAMMATICAL RY AND SYNTAX	The students: unscramble letters to make words. They unscramble the words to make sentences. They put these sentences in sequence to make paragraphs. They rewrite the paragraph using correct punctuation and capitalization. The students circle the words that are used as nouns in each sentence. They underline the verbs in each sentence. (Follow a similar procedure for the other parts of speech.)	The student: follows oral directions identifies main idea associates literal meanings with written symbols perceives connotative as well as denotative qualities of words. places ideas in sequence makes generalizations writes basic patterns for various purposes writes paragraphs for specific purposes responds non-verbally to a non-verbal message

LEVEL 5

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understanings	Learning Experiences	Behavior
ORAL LANGUAGE IS FIRST LEARNED BY IMITATION	The students: sing the song "Three Blind Mice" in English and listen to the song taped in Spanish. They learn the song in Spanish by imitating the tape. Spanish version: Tres ratones ciegos Tres ratones ciegos Ven como corren Ven como corren Corren detras de la esposa ranchero, Quien corto sus colas con un cuchillo, Jamas haveis visto una cosa igual, A los tres ratones cietos	The student: identifies identifies in speech: enunciates speaks cle
ORAL LANGUAGE FACILITATES THE OPEN-ENDED EXCHANGE OF IDEAS: WRITTEN LANGUAGE TENDS TO CRYSTALLIZE IDEAS	individually make a list of rules for safety. Then each student reads his rules to the class. The students then discuss and evaluate the rules, and, a general list of rules is made for the class. Example: bicycle, bus, swimming	identifies writes cle distinguis makes gene conclusion keeps to t summarizes determines

LEVEL 5

NGUAGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
IRST ON	The students: sing the song "Three Blind Mice" in English and listen to the song taped in Spanish. They learn the song in Spanish by imitating the tape. Spanish version: Tres ratones ciegos Tres ratones ciegos Ven como corren Ven como corren Corren detras de la esposa ranchero, Quien corto sus colas con un cuchillo, Jamas haveis visto una cosa igual, A los tres ratones ciegos	The student: identifies likenesses in sound identifies likenesses and differences in speech: vocabulary, syntax, patterns enunciates distinctly speaks clearly
LITATES HANGE OF GUAGE TENDS AS	individually make a list of rules for safety. Then each student reads his rules to the class. The students then discuss and evaluate the rules, and, a general list of rules is made for the class. Example: bicycle, bus, swimming	identifies main idea writes clearly and concisely distinguishes various points of view makes generalizations and draws conclusions keeps to topic under discussion summarizes ideas under discussion determines cause and effect

LEVEL 3-5

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavi
THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE	The students: say the word "hello" with different intonations to express each of the following: a. I'm very pleased to see you. b. I'm indifferent about seeing you. c. I don't want to see you. d. I'm angry with you.	The studen identif in feel identif gives e and pitc
	write and present a puppet play from a well known story Directions: Choose a story that does not have too many characters. Examples: "Aladdin", "Paul Bunyan" "Little John and Robin Hood". Divide the class into groups. Each group writes the "script" for one scene. Some children may read lines while others work the puppets. After the presentation the class discusses why a person needs to be especially careful about voice intonation when giving a puppet play.	relates, informat ing and from oth shifts the situ writes purposes develop experien other th reality listens various

LEVEL 3-5

LANGUAGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
STEM OF A MORE EXACT ING THAN SENTATION	The students: say the word "hello" with different intonations to express each of the following: a. I'm very pleased to see you. b. I'm indifferent about seeing you. c. I don't want to see you. d. I'm angry with you.	The student: identifies voice change as changes in feeling identifies tone or mood gives emphasis to ideas by stress and pitch
	write and present a puppet play from a well known story Directions: Choose a story that does not have too many characters. Examples: "Aladdin", "Paul Bunyan" "Little John and Robin Hood". Divide the class into groups. Each group writes the "script" for one scene. Some children may read lines while others work the puppets. After the presentation the class discusses why a person needs to be especially careful about voice intonation when giving a puppet play.	relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information shifts the level of speech to fit the situation writes basic patterns for various purposes develops individual style experiences contacts with world's other than his own; supplements reality with imagination listens to enjoy literature in various forms

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavior
VERBAL AND NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE	The students:	The student
	pretend they are different animals. They use their voices and gestures to show the animals as brave/afraid. They then discuss how the sounds and gestures show different meanings.	identifie gives emp pitch, mo
	dramatize a story without using gestures. Then they re-dramatize the story using gestures and words. They discuss which version they like best and why.	identifie gives emp pitch, mo relates, informati and obse

LEVE 5

ANGUAGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
BAL EX- HE MEANING	The students:	The student:
	pretend they are different animals. They use their voices and gestures to show the animals as brave/afraid. They then discuss how the sounds and gestures show different meanings.	identifies tone or mood gives empasis to ideas by stress, pitch, modulation
	dramatize a story without using gestures. Then they re-dramatize the story using gestures and words. They discuss which version they like best and why.	identifies tone or mood gives emphasis to ideas by stress, pitch, modulation relates, compares, and evaluates information gained through listening and observing

ASSESSEMENT ACTIVITY 3-5
CONCEPT VII
LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavi
ORAL LANGUAGE IS FIRST LEARNED BY IMITATION.	The students:	The student
THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE.	listen to a teacher-made tape of the conversation between Little Red Riding Hood and the Wolf in several languages. They become familiar with the various languages on the tape they then dramatize the entire story substituting the phrases they learned in other languages for the English phrases.	identifie differenc identifie signals a follows o selects i variety b tapes, re
MEANING IS AFFECTED BY VERBAL AND NON-VERBAL EXPRESSION	Examples: "Where are you going, little girls?" German "Wohin gehst du, Kleines Madchen?"	speaks cl
NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE.	(*Language and How To Use It*, Book 3, Scott, Foresman, and Co., 1969, p. 258)	expresses message
		makes sur criminati perceptio gross likenes initial sounds
		sees caus tionships
		identifie and selec most impo

ASSESSEMENT ACTIVITY 3-5
CONCEPT VII
LANGUAGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
FIRST ION.	The students:	The student: identifies likenesses and differences in sounds
STEM OF A MORE EXACT NING THAN SENTATION	listen to a teacher-made tape of the conversation between Little Red Riding Hood and the Wolf in several languages. They become familiar with the various languages on the tape they then dramatize the entire story substituting the phrases they learned in other languages for the English phrases.	identifies voice change signals as changes in feeling follows oral directions selects information from a variety of sources: T.V. tapes, records
TED BY VERBAL PRESSION	Examples: "Where are you going, little girls?" German "Wohin gehst du, Kleines Madchen?"	speaks clearly
SSION AFFECTS RAL LANGUAGE.	(Language and How To Use It, Book 3, Scott, Foresman, and Co., 1969, p. 258)	expresses a thought as a verbal message makes aural and visual discriminations through auditory perception: gross sounds; rhymes; likenesses and differences initial, final and medial sounds sees cause and effect relationships identifies a sequence of ideas and selects those that are most important

LEVEL 3-5

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavio
THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUNDS	The students:	The student:
	view printing samples of Colonial America, and discuss how code symbolization has changed. Example: New England Primer, Declaration of Independence, Bill of Rights	identifies spoken lan makes gene makes comp speaks cle expresses message draws logi
	view and discuss samples of other alphabets, noting similarities and differences. (Elementary School English 4, Addison Wesley p. 136)	identifies spoken lan makes gene makes comp speaks cle expresses message draws logi

LEVEL 3-5

ITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Experiences
NGUAGE ION OF	The students:	The student:
	view printing samples of Colonial America, and discuss how code symbolization has changed. Example: New England Primer, Declaration of Independence, Bill of Rights	identifies written symbols with spoken language makes generalizations makes comparisons speaks clearly expresses a thought in a verbal message draws logical implication
	view and discuss samples of other alphabets, noting similarities and differences. (Elementary School English 4, Addison Wesley p. 136)	identifies written symbols with spoken language makes generalizations makes comparisons speaks clearly expresses a thought as a verbal message draws logical implications

LEVEL 3-5

CONCEPT VII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavio
WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH	The students:	The student
	read sentences written on cards. They try to show the emotions or feelings of the people through gestures and facial expressions. Examples: "Snake" said Eileen very excitedly; "Where have you been?" asked Dee to her son very angrily; "School's out!" shouted Elaine	identifie changes expresse message gives emp pitch, p identifie agrees o expressi
	listen to a tape with various sounds. Then each student writes a short paragraph utilizing the sounds. They read the paragraphs and discuss the various approaches to the meaning of the sounds. Example: baby crying, ouch, m-m-m good.	relates cific si writes p purposes forms se

LEVEL 3-5

RITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
ANNOT DUP-	The students:	The student:
	read sentences written on cards. They try to show the emotions or feelings of the people through gestures and facial expressions. Examples: "Snake" said Eileen very excitedly; "Where have you been?" asked Dee to her son very angrily; "School's out!" shouted Elaine	identifies voice change signals as changes in feeling expresses a thought as a verbal message gives emphasis to ideas by stress, pitch, pause, modulation identifies tone or mood agrees on the meaning of terms and expressions
	listen to a tape with various sounds. Then each student writes a short paragraph utilizing the sounds. They read the paragraphs and discuss the various approaches to the meaning of the sounds. Example: baby crying, ouch, m-m-m good.	relates environmental sounds to specific situation writes paragraphs for specific purposes forms sensory images

LEVEL 3-5

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behaviora
	The students:	The student:
SPELLING IS THE ORDERING OF THE WRITTEN SYMBOLS OF LANGUAGE	play the games "Spill and Spell", "Scrabble", crossword puzzles, play the game "Accurate Anagrams". Directions: Make large cards with a big letter printed on each and with string attached to tie around the player's neck. Arrange the pupils in groups so that every player can see the letters on the cards of all pupils in the group. When they say "Go" everybody tries to join other players in order to spell words. When a word is made the group goes to the score keeper, who gives each player one point. They then separate and try to form new words. The team with the most points after five minutes wins.	uses word writes let to represe relates so uses struc spelling
TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL	at the end of the day make up substitute words for chalkboard, chalk, book, pencil, desk, eraser, and paper. The following day use the substitute words. Then they discuss their impressions about the experience. They also discuss what would have happened if each child had been allowed to make up his own list	relates w language uses newly sation agrees to expressio recognize and corre

LEVEL 3-5

RITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
DERING OF S OF LAN-	The students: play the games "Spill and Spell", "Scrabble", crossword puzzles, play the game "Accurate Anagrams". Directions: Make large cards with a big letter printed on each and with string attached to tie around the player's neck. Arrange the pupils in groups so that every player can see the letters on the cards of all pupils in the group. When they say "Go" everybody tries to join other players in order to spell words. When a word is made the group goes to the score keeper, who gives each player one point. They then separate and try to form new words. The team with the most points after five minutes wins.	The student: uses word analysis skills in spelling writes letters in specific patterns to represent the spoken word relates sounds to letters uses structural analysis skills in spelling
WRITING R THE EN- DER TO RSTANDING BOL	at the end of the day make up substitute words for chalkboard, chalk, book, pencil, desk, eraser, and paper. The following day use the substitute words. Then they discuss their impressions about the experience. They also discuss what would have happened if each child had been allowed to make up his own list	relates written symbols to spoken language uses newly acquired words in conversation agrees to the meaning of terms and expressions recognizes his own speech errors and corrects them

LEVEL

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral
TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL	The students: select partners and together they design a written sign language. Messages are sent to each other using the new written symbols.	The student: relates wr language transposes a verbal r
THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER	read and discuss an ambiguous sentence taken out of context. Example: "I caught a big one Yesterday". Then they read the entire passage to determine the intended meaning of the sentence.	identifies perceives multiple m makes sele context makes gene makes comp identifies
	gather information on interesting topics and record it for classmates to use. Example: photosynthesis, building homes, Daniel Boone, insects	collects i of sources uses parts uses card

LEVEL

ITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
ITING IT ENCODER AVE A OF THE	The students: select partners and together they design a written sign language. Messages are sent to each other using the new written symbols.	The student: relates written symbols to spoken language transposes a non-verbal message into a verbal response
IN READ- ERACTION OR WRI- OR READ-	read and discuss an ambiguous sentence taken out of context. Example: "I caught a big one Yesterday". Then they read the entire passage to determine the intended meaning of the sentence.	identifies the main idea perceives that words may have multiple meanings makes selections appropriate to context makes generalizations makes comparisons identifies needed information
	gather information on interesting topics and record it for classmates to use. Example: photosynthesis, building homes, Daniel Boone, insects	collects information from a variety of sources uses parts of a book uses card and book catalogs

LEVEL 5

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral
THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER	The students:	The student: skims for t appropriate selects and applies rel using refer takes notes prepares an summarizes reports fro
PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE	design a poster of signals that give meaning to sentences. Each signal may be illustrated with stick figures with appropriate facial expressions. Example: period, question marks, exclamation point	perceives l develops in
	choose a paragraph to tape. Read it twice, once with as little stress or pause as possible and the second time with all the voice signals needed to give correct meaning to the sentences. The students then listen to the recordings and discuss their impressions of each.	identifies changes in forms senso associates written sym speaks clea

LEVEL 5

ITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
IN INTER- NCODER CODER	The students:	The student: skims for tentative identification of appropriate material selects and evaluates information applies related writing skills when using reference materials takes notes, avoiding plagiarism prepares an outline summarizes reports from several references
S THE ERISTICS	design a poster of signals that give meaning to sentences. Each signal may be illustrated with stick figures with appropriate facial expressions. Example: period, question marks, exclamation point	perceives levels of abstraction develops individual style
	choose a paragraph to tape. Read it twice, once with as little stress or pause as possible and the second time with all the voice signals needed to give correct meaning to the sentences. The students then listen to the recordings and discuss their impressions of each.	identifies voice change signals as changes in feeling forms sensory images associates literal meanings with written symbols speaks clearly

LEVE 5

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavior
THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME	The students: read literal translation from "Aesop's Fables" and compare the language used in the stories with the language of today.	The student: identifies in speech
		listens to various fo
		compares
		interpret
		agrees on expressio
WRITTEN LANGUAGE MAY BE INFLUENCED BY REGIONAL DIALECTS	rewrite an old fairy tale using modern language and slang. Examples: "Goldilocks and the Three Bears" "Snow White and the Seven Dwarfs" "Three Billy Goats Gruff"	writes ba purposes
		develops
		writes re using par
		determine

LEVE 5

WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
CORDED LIT- HE CULTURE	The students: read literal translation from "Aesop's Fables" and compare the language used in the stories with the language of today.	The student: identifies likenesses and differences in speech - vocabulary syntax patterns listens to enjoy literature in various forms compares interprets facts agrees on the meanings of terms and expressions
AY BE IN- AL DIA-	rewrite an old fairy tale using modern language and slang. Examples: "Goldilocks and the Three Bears" "Snow White and the Seven Dwarfs" "Three Billy Goats Gruff"	writes basic patterns for various purposes develops individual style writes related ideas in logical order using paragraph forms determines purpose for reading

ASSESSMENT ACTIVITY 3-5
CONCEPT [illegible]I
WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavi
THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUNDS WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL. THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE	The students: listen to a teacher-made tape of a paragraph or a story. They then replay the tape and write the dictated paragraph or story with the appropriate capitalization and punctuation.	The stude identifi signals follows identifi with sp associa with wr makes g respond a verba

ASSESSMENT ACTIVITY 3-5
CONCEPT [illegible]I
WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
ANGUAGE RE- ION OF SOU-	The students: listen to a teacher-made tape of a paragraph or a story. They then replay the tape and write the dictated paragraph or story with the appropriate capitalization and punctuation.	The student: identifies voice change signals as changes in feeling follows oral directions identifies written symbols with spoken language associates literal meanings with written symbols makes generalizations responds non-verbally to a verbal message
ANNOT DUPLI-		
WRITING IT THE ENCODER D HAVE A ING OF THE		
SS IN READ- INTERACTION ER OR WRITER R READER		
ATES THE IN- TERISTICS		

LEVE 8

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavior
MAN IS A SYMBOL MAKING ANIMAL	The students:	The student
	bring copies of two abstract paintings depicting contrasting moods. Example: way and peace, love and hate. They note how an artists choice of designs and color depicts different emotions and concepts. Students then think of concepts or emotions and try to depict them with designs or colors. Example: war or passion-red, death or poison-skull and crossbones.	recognize human tra selects m him states ma in pictur recognize to story responds verbal me justifies
	research Chinese calligraphy to find the basic differences between the English language and the Chinese language in their written forms. They locate the Chinese characters for ordinary words such as man, woman, and love. Students may learn how their names are written in Chinese characters. A resource person may be invited to demonstrate this form of writing.	relates w language identifie compares states th collects of source

LEVE 8

UAGE IS SYMBOLIC

	Learning Experiences	Behavioral Skills
KING ANIMAL	The students:	The student:
	bring copies of two abstract paintings depicting contrasting moods. Example: way and peace, love and hate. They note how an artists choice of designs and color depicts different emotions and concepts. Students then think of concepts or emotions and try to depict them with designs or colors. Example: war or passion-red, death or poison-skull and cross-bones.	recognizes universalities of human traits selects material appropriate for him states main ideas and details found in pictures recognizes, interprets and responds to story modd responds non-verbally to a non-verbal message justifies opinions (own and others)
	research Chinese calligraphy to find the basic differences between the English language and the Chinese language in their written forms. They locate the Chinese characters for ordinary words such as man, woman, and love. Students may learn how their names are written in Chinese characters. A resource person may be invited to demonstrate this form of writing.	relates written symbols to spoken language identifies needed information compares states the problem collects information from a variety of sources

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavio
A SYMBOL IS AN ABSTRACTION FROM REALITY	The students:	The student
	examine hobo symbols (Smithsonian,April 1972) and international road signs. They write their own meanings for these symbols and then compare these meanings with the actual meanings.	transpose into a ve makes gen conclusio identifie spoken la draws log
	devise their own code or language and write a message using the code. They may then exchange messages with other students and decode them.	relates w language relates s writes le patterns identifie spoken la
MAN IS A SYMBOL-MAKING ANIMAL	The students:	The student
	take a card from a box and draw pictures of the message without the use of any words. Each student displays his message and other members of the class tell what the message relates. Note: The teacher will prepare the cards with verbal meanings as: Wrong Way — No Tresspassing Fire Alarm — No Hunting No Smoking — No swimming Hospital — Keep out No Eating — Deep water One Way — Closed Highway	identifie distingui figurativ sees impl inference responds message

	Learning Experiences	Behavioral Skills
TRACTION	The students: examine hobo symbols (Smithsonian, April 1972) and international road signs. They write their own meanings for these symbols and then compare these meanings with the actual meanings.	The student: transposes a non-verbal message into a verbal response makes generalizations or draws conclusions identifies written symbol with spoken language draws logical implications
	devise their own code or language and write a message using the code. They may then exchange messages with other students and decode them.	relates written symbols to spoken language relates sounds to letters writes letters in specific patterns to represent spoken words identifies written symbols with spoken language
KING ANIMAL	The students: take a card from a box and draw pictures of the message without the use of any words. Each student displays his message and other members of the class tell what the message relates. Note: The teacher will prepare the cards with verbal meanings as: Wrong Way Fire Alarm No Smoking Hospital No Eating One Way No Tresspassing No Hunting No swimming Keep out Deep water Closed Highway	The student: identifies main ideas distinguishes between literal and figurative language sees implied meanings and draws inferences responds non-verbally to a verbal message

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings

LANGUAGE IS ARBITRARY. THERE IS NO NATURAL CONNECTION BETWEEN A WORD AND ITS REFERENT

Learning Experiences

The students:

think of words in as many languages as possible which represent one meaning,

Example: yes, uh huh, si, oui, and ya.

match column B with column A from the viewpoints of a rabbit, a cave-man, an Eskimo and Kamala. (Kamala was a child raised by wolves in India from about 6 months to 12 years of age).

A	B
___fire	1) danger
___knife	2)warm
___rabbit	3)food
___wolf	4)friend
___cave-man	5)enemy
___Eskimo	6)tool
___ice	7)home
	8)cold

Students then discuss how words in column A differ in meaning for different animals and different people.

examine Esperanto or some other proposed international language and compare it with English

Behavior

The student:

perceives
multiple m

perceives
denotative

collects i
of sources

determines

establishe

supports c

justifies

relates w
language

relates s

identifie
language

LEVEL

UAGE IS SYMBOLIC

	Learning Experiences	Behavioral Skills
ARY. THERE ECTION BE- TS REFERENT	The students: think of words in as many languages as possible which represent one meaning, Example: yes, uh huh, si, oui, and ya.	The student: perceives that words may have multiple meanings perceives connotative as well as denotative qualities of words
	match column B with column A from the viewpoints of a rabbit, a cave-man, an Eskimo and Kamala. (Kamala was a child raised by wolves in India from about 6 months to 12 years of age). A — B ___fire — 1) danger ___knife — 2)warm ___rabbit — 3)food ___wolf — 4)friend ___cave-man — 5)enemy ___Eskimo — 6)tool ___ice — 7)home 8)cold Students then discuss how words in column A differ in meaning for different animals and different people.	collects information from a variety of sources determines logical relationships establishes criteria supports conclusions justifies opinions (others and own)
	examine Esperanto or some other proposed international language and compare it with English	relates written symbols to spoken language relates sounds to letters identifies written symbols with language

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavio
THE SOUND OF THE WORD MAY SUGGEST ITS MEANING	The students: read the following open-ended story and notice the examples of onomatopoeia which have been underlined. "Rangu slowly parted the swishing blades of elephant grass in order to get a better view of the baby rhinoceros. The tiny bleats were becoming weaker now as it continued to flop about helplessly in the blazing African sun. It was injured. A steel trap was clinched tightly to the infant's leg. Swarms of black flies buzzed around the rhino while overhead whirred several hungry vultures." They then complete this story by providing as many different examples of onomatopoeia as they can and continue to underline each one. The boy desperately wanted to free the little rhino, but Rangu was shaking with fear. He knew that this valley was filled with danger, for the great cats often made their dinners here. The rhino's mother could not be very far away. What if she returned while Rangu was freeing her calf from the trap? Rangu decided that he must free the rhinoceros, for death would not wait for the return of the mother. As Rangu climbed carefully down the steep walls of the valley, the thumping of his heart filled his ears. Suddenly a hissing roar filled the valley.	The student identifie ences in relates e specific determine varies and patterns follows c use of pu tion writes pa pose

GUAGE IS SYMBOLIC

	Learning Experiences	Behavioral Skills
ORD MAY G	The students: read the following open-ended story and notice the examples of onomatopoeia which have been underlined. "Rangu slowly parted the swishing blades of elephant grass in order to get a better view of the baby rhinoceros. The tiny bleats were becoming weaker now as it continued to flop about helplessly in the blazing African sun. It was injured. A steel trap was, clinched tightly to the infant's leg. Swarms of black flies buzzed around the rhino while overhead whirred several hungry vultures." They then complete this story by providing as many different examples of onomatopoeia as they can and continue to underline each one. The boy desperately wanted to free the little rhino, but Rangu was shaking with fear. He knew that this valley was filled with danger, for the great cats often made their dinners here. The rhino's mother could not be very far away. What if she returned while Rangu was freeing her calf from the trap? Rangu decided that he must free the rhinoceros, for death would not wait for the return of the mother. As Rangu climbed carefully down the steep walls of the valley, the thumping of his heart filled his ears. Suddenly a hissing roar filled the valley.	The student: identifies likenesses and differences in speech relates environmental sounds to specific situation determines sequence of events varies and expands basic sentence patterns follows current practice in the use of punctuation and capitalization writes paragraph for specific purpose

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behaviora
PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS, AND GESTURES	The students:	The student:
	work in groups to create a pantomime which tells a story. Students then write short paragraphs telling what each skit was about. Their different interpretations may be read aloud.	recognizes, sponds to identifies a story as logue and recognizes non-verbal feels empat
	are asked to watch a football, baseball, or basketball game and note the signals a referee or an umpire uses during the game. They then ask someone or consult reference books to learn the meanings of the signals. Students demonstrate the signals for their classmates to identify	relates, c informatio tening and gained fro formation. gathers in variety of transposes into a ver
	brainstorm aspects of the following question: How can we communicate non-verbally through the use of time, placement in space, touch, facial expressions, and gestures?	agrees on and expres speaks cle determines detects im evaluates summarizes

LEVEL

UAGE IS SYMBOLIC

	Learning Experiences	Behavioral Skills
ATE NON- E USE OF SPACE, SSIONS,	The students:	The student:
	work in groups to create a pantomime which tells a story. Students then write short paragraphs telling what each skit was about. Their different interpretations may be read aloud.	recognizes, interprets, and responds to story mood identifies such basic elements of a story as plot, characters, dialogue and setting recognizes the limitations of non-verbal language feels empathy with characters
	are asked to watch a football, baseball, or basketball game and note the signals a referee or an umpire uses during the game. They then ask someone or consult reference books to learn the meanings of the signals. Students demonstrate the signals for their classmates to identify	relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information. gathers information from a variety of sources transposes a non-verbal message into a verbal response
	brainstorm aspects of the following question: How can we communicate non-verbally through the use of time, placement in space, touch, facial expressions, and gestures?	agrees on the meaning of terms and expressions. speaks clearly determines validity of arguments detects implications in language evaluates conclusions summarizes ideas under discussion

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavio
PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS, AND GESTURES	The students: experiment with some gestures which when accompanied with speech give fuller meanings. Each member of the class, without telling his choice, selects one of the statements from the list below. Taking turns, each member of the class gives a silent demonstration of the gesture he thinks goes with the statement he has chosen. The other members have no more than three tries to guess which statement is being demonstrated. After a correct guess, the performing student repeats the original gesture, and makes the statement which goes along with it. After each wrong guess, the person who made the error must perform the gesture along with the statement he thought went with the gesture. Following three wrong guesses, the original performer combines the gesture with his chosen statement. The students discuss any performance in which gesture and statement do not seem matched. 1. You bum! You struck out with the bases loaded! 2. I'm worried. 3. Look, you can trust me. 4. Listen, do you want it or not? 5. How was I to know! 6. Speak up! I can't hear you! 7. Eeek! A mouse 8. Get out and stay out! 9. Everything is A-Ok! 10. The fish was this big! 11. Have a seat.	The student identifi transpos into a v predicts ference responds verbal m

LEVEL 6-

NGUAGE IS SYMBOLIC

	Learning Experiences	Behavioral Skills
ICATE NON- THE USE OF N SPACE, RESSIONS,	The students: experiment with some gestures which when accompanied with speech give fuller meanings. Each member of the class, without telling his choice, selects one of the statements from the list below. Taking turns, each member of the class gives a silent demonstration of the gesture he thinks goes with the statement he has chosen. The other members have no more than three tries to guess which statement is being demonstrated. After a correct guess, the performing student repeats the original gesture, and makes the statement which goes along with it. After each wrong guess, the person who made the error must perform the gesture along with the statement he thought went with the gesture. Following three wrong guesses, the original performer combines the gesture with his chosen statement. The students discuss any performance in which gesture and statement do not seem matched. 1. You bum! You struck out with the bases loaded! 2. I'm worried. 3. Look, you can trust me. 4. Listen, do you want it or not? 5. How was I to know! 6. Speak up! I can't hear you! 7. Eeek! A mouse 8. Get out and stay out! 9. Everything is A-Ok! 10. The fish was this big! 11. Have a seat.	The student: identifies the speaker's purpose transposes a non-verbal message into a verbal response predicts outcomes based on inference responds non-verbally to a verbal message

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behav
PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS AND GESTURES	12. Stay away from me! 13. Who? Me? 14. I've had it up to here with your nonsense! 15. You naughty girl!	
	The students:	**The stude**
	pretend they are lost in a strange city and can not speak the language. They need a bus to get to the historical area of the city and must ask a stranger for help. Students suggest ways they can communicate without words.	respond verbal
	pretend that they have lost their voices. They meet a friend on the street and ask him to go to the movies with them and then to get an ice cream soda.	respond message
	pretend that they are opening a trunk that has not been opened for several years. Each student describes in pantomime each object that he "removes" from the trunk.	recogn ponds
	pantomime directions for playing baseball, football, or another game for someone who has never heard of it.	respon of cha
	pretend that they are famous stage and screen personalities who are returning to their hometown for a visit.	

LANGUAGE IS SYMBOLIC

	Learning Experiences	Behavioral Skills
UNICATE NON- H THE USE OF IN SPACE, XPRESSIONS	12. Stay away from me! 13. Who? Me? 14. I've had it up to here with your nonsense! 15. You naughty girl!	
	The students:	**The student:**
	pretend they are lost in a strange city and can not speak the language. They need a bus to get to the historical area of the city and must ask a stranger for help. Students suggest ways they can communicate without words.	responds non-verbally to a non-verbal message
	pretend that they have lost their voices. They meet a friend on the street and ask him to go to the movies with them and then to get an ice cream soda.	responds non-verbally to a verbal message
	pretend that they are opening a trunk that has not been opened for several years. Each student describes in pantomime each object that he "removes" from the trunk.	recognizes, interprets, and responds to story mood
	pantomime directions for playing baseball, football, or another game for someone who has never heard of it.	responds to attitudes and moods of characters
	pretend that they are famous stage and screen personalities who are returning to their hometown for a visit.	

ASSESSMENT ACTIVITY 6-8

CONCEPT I
LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavi
A SYMBOL IS AN ABSTRACTION FROM REALITY MAN IS A SYMBOL MAKING ANIMAL THE SOUND OF A WORD MAY SUGGEST ITS MEANING WORDS HAVE SYMBOLIC REFERENCE LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND ITS REFERENT LANGUAGE MUST BE LEARNED PEOPLE CAN COMMUNICATE THROUGH PARALANGUAGE	The students: write a sentence describing an emotion they have felt that day. Example: I felt embarrassed when I dropped my books. They now divide into small groups to silently communicate their statements in a game of charades. After the winning teams are applauded, the students communicate with written symbols. They develop their own written code to communicate a new statement to the team (new teams may be formed at this time). The students must see creative symbols which are not in our alphabet. Each team member shows his coded statement to his teammates. The team that solves its codes in the least amount of time will be the winners.	The studen identifie signals a follows c relates e to specif identifie expresses verbal me identifie with spok perceives well as c of words places i

ASSESSMENT ACTIVITY 6-8

CONCEPT I
LANGUAGE IS SYMBOLIC

	Learning Experiences	Behavioral Skills
BSTRACTION MAKING ANIMAL ORD MAY ING LIC REF- TRARY: THERE NNECTION AND ITS. LEARNED NICA E THROUGH	The students: write a sentence describing an emotion they have felt that day. Example: I felt embarrassed when I dropped my books. They now divide into small groups to silently communicate their statements in a game of charades. After the winning teams are applauded the students communicate with written symbols. They develop their own written code to communicate a new statement to the team (new teams may be formed at this time). The students must see creative symbols which are not in our alphabet. Each team member shows his coded statement to his teammates. The team that solves its codes in the least amount of time will be the winners.	The student: identifies voice change signals as changes in feelings follows oral directions relates environmental sounds to specific situation identifies main idea expresses a thought as a verbal message identifies written symbols with spoken language perceives connotative as well as denotative qualities of words places ideas in sequence

LEVEL 6-8

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills
COMMUNICATION INVOLVES A SENDER, MESSAGE, AND A RECEIVER	The students: make a chart of the different communication situations in which they are involved for one week, making columns for the encoder, the code signal, the message, the channel, the decoder, and the communication situation. Example:	The student: relates environmental sounds to specific situations collects information from a variety of sources makes inferences based on data collected

communication situation	Encoder	Code	Message	Channel	Decoder
dog scratching at the door	dog	scratching	Let me in	sound waves	boy who heard the scratching

Understandings	Learning Experiences	Behavioral Skills
	choose partners and work on the following situation: You are explorers and you need food and fresh drinking water. Draw a picture letter to the Pacific Island Chief showing what you want from him and what you will give in exchange.	identifies main idea forms sensory images identifies picture-object clues associates literal meanings with written symbols

CONCEPT II - LANGAUGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behaviora
THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE	The students: work in groups to make up their own language using the following methods: 1. Reverse the order of letters in all words: "the" becomes "eht" 2. Pig-Latin: move the first sound to the end of the word and add "ay". "The" becomes "ethay". The groups then attempt to communicate the following messages to other groups who in turn try to decode the messages without a prior understanding of the code: 1. Is it warmer in the country than it is in the summer? 2. You can improve either your breath or your mind with Scope, depending on whether the word is underlined. 3. How Long is a Chinaman. 4. He's more gross than 12 dozen. 5. Do you feel more like you do now than you did when you came in.	The student: identifies in sound identifies changes in speaks clea clarifies determines detects im

LEVEL 6-8

GAUGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
MUTUALLY	The students: work in groups to make up their own language using the following methods: 1. Reverse the order of letters in all words: "the" becomes "eht" 2. Pig-Latin: move the first sound to the end of the word and add "ay". "The" becomes "ethay". The groups then attempt to communicate the following messages to other groups who in turn try to decode the messages without a prior understanding of the code: 1. Is it warmer in the country than it is in the summer? 2. You can improve either your breath or your mind with Scope, depending on whether the word is underlined. 3. How Long is a Chinaman. 4. He's more gross than 12 dozen. 5. Do you feel more like you do now than you did when you came in.	The student: identifies likenesses and differences in sound identifies voice change signals as changes in feeling speaks clearly, enunciates distinctly clarifies meaning determines logical relationships detects implications in language

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral
LANGUAGE INFORMS, INFLUENCES, AND ENTERTAINS	The students: study and discuss the following list of propaganda techniques: 1. Name-Calling - discrediting a person or idea by applying some negative name. 2. Glittering generalities - identifying a program by using "virtue" words. 3. Transfer - trying to associate or identify himself or his product with revered institutions so that the respect will rub off. There is much use of symbols. 4. Testimonial - using endorsements from well-known or respected persons. 5. Plain folks - winning acceptance for the propagandist and his ideas by identifying each with the common people. 6. Card stackings - presenting only selected facts or coloring the facts in such a way that the audience gets a distorted picture. 7. Bandwagon - following the crowd and accepting the propagandist's program en masse. 8. Pseudoscientific jargon - using a term which is falsely scientific. 9. Flattery - saying nice things about the listeners to make them more receptive.	The student: identifies t identifies t makes infere collected evaluates au interprets c words uses facts t generalizati
	cut out an example of each of the nine propaganda techniques from magazines or newspapers. Explain how each technique or combination of techniques is used in each article.	identifies t distinguishe detects impl distinguishe shifts level

LEVEL

UAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
FLUENCES,	The students: study and discuss the following list of propaganda techniques: 1. Name-Calling - discrediting a person or idea by applying some negative name. 2. Glittering generalities - identifying a program by using "virtue" words. 3. Transfer - trying to associate or identify himself or his product with revered institutions so that the respect will rub off. There is much use of symbols. 4. Testimonial - using endorsements from well-known or respected persons. 5. Plain folks - winning acceptance for the propagandist and his ideas by identifying each with the common people. 6. Card stackings - presenting only selected facts or coloring the facts in such a way that the audience gets a distorted picture. 7. Bandwagon - following the crowd and accepting the propagandist's program en masse. 8. Pseudoscientific jargon - using a term which is falsely scientific. 9. Flattery - saying nice things about the listeners to make them more receptive.	The student: identifies techniques of propaganda identifies the main idea makes inferences based on data collected evaluates authenticity of information interprets connotative quality of words uses facts to make deductions and generalizations
	cut out an example of each of the nine propaganda techniques from magazines or newspapers. Explain how each technique or combination of techniques is used in each article.	identifies the main idea distinguishes various points of view detects implications in language distinguishes between fact and opinion shifts level of speech to fit situation

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behaviora
	The students: (cont.) design consumer products and try to persuade their classmates to buy them by using as many propaganda techniques as possible.	The student: (identifies identifies tion distinguish view detects imp distinguish opinion evaluates t presentatic makes gener conclusions sees subtl notations: behavioral

	Learning Experiences	Behavioral Skills
	The students: (cont.) design consumer products and try to persuade their classmates to buy them by using as many propaganda techniques as possible.	The student: (cont.) identifies the main idea identifies tone or mood in a selection distinguishes various points of view detects implications in language distinguishes between fact and opinion evaluates the organization of a presentation makes generalizations and draws conclusions sees subtle implications and connotations: descriptive, verbal, and behavioral

LEVEL 6-8

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavior
LANGUAGE INFORMS, INFLUENCES, AND ENTERTAINS	The students:	The student
	discuss ways in which the voice assists in communication through the use of: tone, stress, pitch, silence, and pause. The teacher writes the following sentence on the board: "So you're the student I've heard so much about!" The students say the sentence so that it has different meanings by varying the tone and inflection of their words.	enunciate speaks cl uses app situation detects i identifie interpret words
	role-play salesmen convincing housewives to buy their products. The rest of the students decide who is the best salesman and why.	makes gen conclusio distingui identifie and persu speaks fl enunciate

LEVEL 6-8

GUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
NFLUENCES,	The students: discuss ways in which the voice assists in communication through the use of: tone, stress, pitch, silence, and pause. The teacher writes the following sentence on the board: "So you're the student I've heard so much about!" The students say the sentence so that it has different meanings by varying the tone and inflection of their words.	The student: enunciates clearly speaks clearly and fluently uses appropriate language for the situation detects implications in language identifies tone or mood interprets connotative quality of words
	role-play salesmen convincing housewives to buy their products. The rest of the students decide who is the best salesman and why.	makes generalizations and draws conclusions distinguishes fact from fiction identifies techniques of propaganda and persuasion speaks fluently enunciates clearly

LEVEL 3

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral
LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTION AND EXPERIENCES	The students: look up the meaning, pronunciation, and proper usage of several descriptive words. Students see pictures of persons, animals, or places. They write one descriptive sentence about each picture shown, using the vocabulary learned. The pictures must be selected so taht they can be appropriately described by the vocabulary assigned.	The student: uses dicti purposes writes bas purposes uses newly- selects st ing or add states mai found in p identifies
	write short descriptions of one of the following by using creative imagery: a. a cat or dog sleeping b. a strong wind blowing through a dusty litter-filled street c. a butterfly or bird flying d. a goldfish bowl in the sunlight	writes rel order usin uses subjec plements writes cle follows cu punctuatio expresses message

UAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
BLE THE EPTION	The students: look up the meaning, pronunciation, and proper usage of several descriptive words. Students see pictures of persons, animals, or places. Thay write one descriptive sentence about each picture shown, using the vocabulary learned. The pictures must be selected so taht they can be appropriately described by the vocabulary assigned.	The student: uses dictionary for a variety of purposes writes basic patterns for various purposes uses newly-acquired words selects structures to extend meaning or add emphasis states main ideas and details found in pictures identifies word meanings
	write short descriptions of one of the following by using creative imagery: a. a cat or dog sleeping b. a strong wind blowing through a dusty litter-filled street c. a butterfly or bird flying d. a goldfish bowl in the sunlight	writes related ideas in logical order using paragraph form uses subjects, predicates, complements writes clearly and concisely follows current practice in use of punctuation and capitalization expresses a thought as a verbal message

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavio
	The students:	The student
LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES	read Robert Frost's poem "Desert Places". They then analyze each line and note how the poet's choice of tenses contributes to the successful understanding of the poem's theme by the reader.	detects i responds character forms sen
LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN: Observing Listening Speaking Reading Writing	read a good example of a character sketch supplied by the teacher. With teacher guidance, students outline the compositions's basic structure including topic sentence and sub-topics.	recognize of paragr tance stu follows c tuation perceives as denota evaluates checking
	are shown a short film without sound. (The film should be one which they have not seen.) After observing the film the students write stories to go along with it. Students may read their stories as the film is shown again, or they may read them without the film.	identifie identifie identifie a story a logue, an

LEVEL 6-8

NGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
SIBLE THE RCEPTIONS	The students: read Robert Frost's poem "Desert Places". They then analyze each line and note how the poet's choice of tenses contributes to the successful understanding of the poem's theme by the reader.	The student: detects implications in language responds to attitudes and moods of characters forms sensory images
ATION IN- MPRESS- N IN:	read a good example of a character sketch supplied by the teacher. With teacher guidance, students outline the compositions's basic structure including topic sentence and sub-topics.	recognizes and applies principles of paragraph development and sentence study skills follows current practices in punctuation and capitalization perceives the connotative as well as denotative qualities of words evaluates usefulness of material by checking pertinance to topic
	are shown a short film without sound. (The film should be one which they have not seen.) After observing the film the students write stories to go along with it. Students may read their stories as the film is shown again, or they may read them without the film.	identifies main ideas identifies sequence of events identifies such basic elements of a story as plot, characters, dialogue, and setting

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral
LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN: Observing Listening Speaking Reading Writing	The students: organize an oral interpretation or oratorical contest. They divide into committees to take care of the different aspects of the contest, including judging, programming, and arranging the stage. With teacher guidance they then select and practice appropraite speeches or literary selections.	The student: selects mat reads audib uses accept uses approp terns interprets reads smooth speed listens to various for feels empat

	Learning Experiences	Behavioral Skills
N IN- ESS- :	The students: organize an oral interpretation or oratorical contest. They divide into committees to take care of the different aspects of the contest, including judging, programming, and arranging the stage. With teacher guidance they then select and practice appropraite speeches or literary selections.	The student: selects material appropriate for him reads audibly uses acceptable pronunciations uses appropriate intonational patterns interprets meaning through phrasing reads smoothly with appropriate speed listens to enjoy literature in various forms feels empathy with characters

ASSESSMENT ACT Y 6-8
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavio
COMMUNICATION INVOLVES A SENDER, A MESSAGE, AND A RECEIVER THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE LANGUAGE INFORMS, INFLUENCES AND ENTERTAINS LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN OBSERVING LISTENING SPEAKING READING WRITING	The students: "program" two "computers" who will have a conversation. The topics of this computer conversation is peanut butter and jelly sandwiches. choose one member of the class to serve as the "Computer Expert". It is his job to direct the activity and to write a record of the computer conversation on the chalkboard. The "Computer Expert" divides the class into two groups of about the same size. The groups sit apart from each other. Each group represents one of the "computers" about to converse with the other. The "Computer Expert" names one group "Computer A" and the other "Computer B". The "Computer Expert" then asks each member of both groups to write down three different statements that could come up in a conversation about peanut butter and jelly sandwiches. number a column from 1 to 20 on a sheet of paper, which is the computer print-out sheet. They then write an "A" before each "even" number. The "Computer Expert" does the same thing on the chalkboard. The two "computers" are now ready to converse. To get the conversation started, the "Computer Expert" asks the one member of Computer A to read aloud any one of the three statements he wrote down	The student: identifies gathers in responds n verbal mes responds n non-verbal decides wh are true o

ASSESSMENT ACT 6-8
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
LVES A AND A	The students:	The student:
E MUTUALLY	"program" two "computers" who will have a conversation. The topics of this computer conversation is peanut butter and jelly sandwiches.	identifies needed information gathers information
INFLUENCES	choose one member of the class to serve as the "Computer Expert". It is his job to direct the activity and to write a record of the computer conversation on the chalkboard.	responds non-verbally to a verbal message responds non-verbally to a non-verbal message decides whether statements are true or false
SIBLE THE RCEPTIONS TION INCLUD- SSION AND	The "Computer Expert" divides the class into two groups of about the same size. The groups sit apart from each other. Each group represents one of the "computers" about to converse with the other. The "Computer Expert" names one group "Computer A" and the other "Computer B".	
NG NG G	The "Computer Expert" then asks each member of both groups to write down three different statements that could come up in a conversation about peanut butter and jelly sandwiches.	
	number a column from 1 to 20 on a sheet of paper, which is the computer print-out sheet. They then write an "A" before each "even" number. The "Computer Expert" does the same thing on the chalkboard.	
	The two "computers" are now ready to converse. To get the conversation started, the "Computer Expert" asks the one member of Computer A to read aloud any one of the three statements he wrote down	

ASSESSMENT ACTIVITY 6-8
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavior
	The students: The "computer Expert" records this sentence after A-1 on the chalkboard and each member of the class records this same statement after A-1 on his print-out sheet. now Computer B responds to Computer A. Any member of Computer B who has a statement already prepared that relates to or answers Computer A's statement volunteers to read his statement by raising his hand. The "Computer Expert" calls on one volunteer from Computer B who then reads his sentence. The "Computer Expert" records the statement on the chalkboard after the number B-2, and the class copies it onto their individual print-out sheets, in manuscript form. The two computers take turns offering statements to the "Computer Expert" in this way until all twenty places on the print-out sheet are filled. The class then keeps its copies of the print-out sheet for use in the next activity. NOTE: As far as is possible, each statement fed into the computers should have something to do with the statement made by the other computer immediately before it. No statement must be one that is written down before the start of the conversation.	

ASSESSMENT ACTIVITY 6-8
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

Learning Experiences	Behavior Skills
The students: The "computer Expert" records this sentence after A-1 on the chalkboard and each member of the class records this same statement after A-1 on his print-out sheet. Now Computer B responds to Computer A. Any member of Computer B who has a statement already prepared that relates to or answers Computer A's statement volunteers to read his statement by raising his hand. The "Computer Expert" calls on one volunteer from Computer B who then reads his sentence. The "Computer Expert" records the statement on the chalkboard after the number B-2, and the class copies it onto their individual print-out sheets, in manuscript form. The two computers take turns offering statements to the "Computer Expert" in this way until all twenty places on the print-out sheet are filled. The class then keeps its copies of the print-out sheet for use in the next activity. NOTE: As far as is possible, each statement fed into the computers should have something to do with the statement made by the other computer immediately before it. No statement must be one that is written down before the start of the conversation.	

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavioral
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING All speech is dialectal	The students: form small groups to develop conversational role playing. They may be ball players, friends at a soda fountain, deep sea divers, auto mechanics, or other persons of their choice. They use the dialect associated with the activity of the persons.	The student: identifies l differences speaks clear makes compar interprets m phrases recognizes u human trait
	record the same sentence spoken by persons with different dialects. They may find these persons in the school or in the community. Students listen to each other's tapes and transcribe them phonemically. This activity may be used only if the students are learning or have learned a phonemaic alphabet	relates writ spoken langu identifies l differences
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING Dialects are varieties of language which differ from each other in pronunciation, vocabulary and grammar	listen to a record which presents different varieties of dialects presently being spoken in our language. Example: "Our Changing Language" McGraw Hill or "Americans Speaking," NCTE	compares relates envi to specific identifies l differences contrasts

UAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
USE OF SETTING ctal	The students: form small groups to develop conversational role playing. They may be ball players, friends at a soda fountain, deep sea divers, auto mechanics, of other persons of their choice. They use the dialect associated with the activity of the persons.	The student: identifies likenesses and differences in speech speaks clearly makes comparisons interprets meaning through phrases recognizes universality of human traits
	record the same sentence spoken by persons with different dialects. They may find these persons in the school or in the community. Students listen to each other's tapes and transcribe them phonemically. This activity may be used only if the students are learning or have learned a phonemaic alphabet	relates written symbols to spoken language identifies likenesses and differences in sounds
AUSE OF L SETTING ties of fer from unciation, mar	listen to a record which presents different varieties of dialects presently being spoken in our language. Example: "Our Changing Language" McGraw Hill or "Americans Speaking," NCTE	compares relates environmental sounds to specific situation identifies likenesses and differences in speech contrasts

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavior
	The students: (con't)	The student
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING Dialects are varieties of language which differ from each other in pronunciation, vocabulary and grammar	make a tape recording of different English language dialects spoken at the school. (A suggested topic for recording may be a short comment on a favorite hobby or personal interest.) Students identify the geographical settings for dialects. This activity leads directly into a class discussion of ways in which dialects reflect functional varieties and cultural levels of language.	compares makes inf the data c identifie differenc contrasts
	make a map of the United States showing the regional dialectal areas in different colors. An unabridged dictionary, encyclopedia, or an atlas may be used as a reference.	collects a variety makes inf data coll
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING Dialects reflect functional varieties or cultural levels of language	construct a learning center. Pictures of people from various cultural levels are mounted on colored construction paper. These pictures may be obtained from newspapers or magazines. Students observe the subject matter and create a story either in conversation or composition depicting varieties of language (dialect and appropriateness). An opening question might be, "What are these people saying?" A variation allows students to role-play the dialect of a specific geographic locale.	distingui contrasti interpret language vocabular learns mu ings

NGUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
ECAUSE OF IAL SETTIN	The students: (con't)	The student (con't)
ieties of ffer from onunciation, ammar	make a tape recording of different English language dialects spoken at the school. (A suggested topic for recording may be a short comment on a favorite hobby or personal interest.) Students identify the geographical settings for dialects. This activity leads directly into a class discussion of ways in which dialects reflect functional varieties and cultural levels of language.	compares makes inferences based on the data collected identifies likenesses and differences in speech contrasts
	make a map of the United States showing the regional dialectal areas in different colors. An unabridged dictionary, encyclopedia, or an atlas may be used as a reference.	collects information from a variety of sources makes inferences based on data collected
ECAUSE OF IAL SETTING functional tural levels	construct a learning center. Pictures of people from various cultural levels are mounted on colored construction paper. These pictures may be obtained from newspapers or magazines. Students observe the subject matter and create a story either in conversation or composition depicting varieties of language (dialect and appropriateness). An opening question might be, "What are these people saying?" A variation allows students to role-play the dialect of a specific geographic locale.	distinguishes between contrasting points of view interprets picturesque language and specialized vocabulary patterns learns multiple word meanings

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavioral
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING		The student
Dialects reflect functional varieties or cultural levels of language		uses newly in conversat places ideas
LANGUAGE CHANGES HISTORICALLY	The students:	
Words enter our language in many ways: Coining words Borrowing foreign expressions Developing slang terms Clipping words Compounding Words Affixing Blending Forming acronyms	research one or two assigned words. Each finds its origin, the changes in meaning it has undergone, the affix which may have been added to it, its proper usage, and its pronunciation. Example: sandwich, bedlam, salary alphabet, bologna. The student makes an oral report on the assigned words.	learns struc words - root and suffixes comprehends words and af meaning learns to us other word r find right p multiple m etymology speaks clear enunciates d tells about

GUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
AUSE OF L SETTING unctional ral levels		The student (cont.) uses newly acquired words in conversation places ideas in sequence
TORICALLY nguage in n expres- terms s	The students: research one or two assigned words. Each finds its origin, the changes in meaning it has undergone, the affix which may have been added to it, its proper usage, and its pronunciation. Example: sandwich, bedlam, salary alphabet, bologna. The student makes an oral report on the assigned words.	learns structual analysis of words - root words, prefixes and suffixes comprehends use of root words and affixes to derive meaning learns to use dictionary and other word references to find right pronunciation multiple meanings etymology speaks clearly enunciates distinctly tells about one idea at a time

Understandings	Learning Experiences	Behavioral
LANGUAGE CHANGES HISTORICALLY	The students: (con't)	The student: (c
	substitute each underlined word with the word or words from which it is derived. The astronauts were in pretty good shape. They took their vitamins and avoided cigarettes, booze, and grass. They sacked out at the captain's pad instead of going to a motel before the meeting with the NATO brass. The count-down for Apollo was to begin after a quick brunch.	interprets c clues uses the dic etymoloty an uses key wor when locatin learns struc of words — prefixes and comprehends and affixes meaning
	write an example for each method by which words enter the language	uses root wo derive meani
	give the method of entering for each of the following: burn, rip-off, dude cold turkey, baf, motel, cram, drag (what a ________. ________ race) surf, skyjack.	uses the dic etymology an makes warran interprets c quality of w

LEVEL 6-8

UAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
ORICALLY	The students: (con't)	The student: (con't)
	substitute each underlined word with the word or words from which it is derived. The astronauts were in pretty good shape. They took their vitamins and avoided cigarettes, booze, and grass. They sacked out at the captain's pad instead of going to a motel before the meeting with the NATO brass. The count-down for Apollo was to begin after a quick brunch.	interprets contextual clues uses the dictionary for etymoloty and derived form uses key words as clues when locating information learns structural analysis of words — root words, prefixes and suffixes comprehends use of root words and affixes to derive meaning
	write an example for each method by which words enter the language	uses root words and affixes to derive meaning
	give the method of entering for each of the following: burn, rip-off, dude cold turkey, baf, motel, cram, drag (what a ________. _______ race) surf, skyjack.	uses the dicitonary for etymology and derived form makes warranted inferences interprets connotative quality of words

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behaviora
WORDS ENTER OUR LANGUAGE IN MANY WAYS:	The students:	The student:
Coining words	invent practical objects that they could use to make their work at home or school easier. Each student illustrates his invention in a picture or describes it in a paragraph. He invents a word to name his object and prepares a three minute sales speech in which he tries to persuade his classmates to buy his invention.	speaks clea enunciates tells about time uses root w affixes to writes para specific pu

LEVEL 6-8

GUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
UAGE IN	The students: invent practical objects that they could use to make their work at home or school easier. Each student illustrates his invention in a picture or describes it in a paragraph. He invents a word to name his object and prepares a three minute sales speech in which he tries to persuade his classmates to buy his invention.	The student: speaks clearly enunciates distinctly tells about one idea at a time uses root words and affixes to derive meaning writes paragraph for a specific purpose

ASSESSMENT ACTIVITY 6-8
CONCEPT III
LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behaviora
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING	The students:	The student:
ALL SPEECH IS DIALECTAL DIALECTS ARE VARIETIES OF LANGUAGE WHICH DIFFER FROM EACH OTHER IN PRONUNCIATION VOCABULARY, AND GRAMMAR DIALECTS REFLECT FUNCTIONAL VARIETIES OR CULTURAL LEVELS OR LANGUAGE PRESTIGE DIALECT (STANDARD ENGLISH) IS A CULTURAL LEVEL SPOKEN BY EMULATED MEMBERS OF THE POPULATION	divide into small groups to discuss a geographical area of the United States they want to study. They write a radio script in the dialect of that area. The script may in valve a social or cultural problem that interests them. They present the script as a radio program to the other members of the class. They select a member of the class to serve as the program interviewer. They tape the program as it is presented. Finally, they play the recorded tape, analyze it as to the historical language changes they can identify.	keeps to to leads group summarizes shifts le the situa identifies differences vocabular syntax patterns interprets and special perceives t multiple m relates, co information ening and c gained from information selects inf variety of
LANGUAGE CHANGES HISTORICALLY		

ASSESSMENT ACTIVITY 6-8
CONCEPT III
LANGUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
CAUSE OF AL SETTING LECTAL ETIES OF FFER FROM NUNCIATION RAMMAR FUNCTIONAL URAL E (STANDARD TURAL LEVEL D MEMBERS STORICALLY	The students: divide into small groups to discuss a geographical area of the United States they want to study. They write a radio script in the dialect of that area. The script may in valve a social or cultural problem that interests them. They present the script as a radio program to the other members of the class. They select a member of the class to serve as the program interviewer. They tape the program as it is presented. Finally, they play the recorded tape, analyze it as to the historical language changes they can identify.	The student: keeps to topic under discussion leads group discussion summarizes ideas under discussion shifts levels of speech to fit the situation identifies likenesses and differences in speech vocabulary syntax patterns interprets picturesque language and specialized vocabularies perceives that words may have multiple meanings relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information selects information from a variety of sources

LEVEL 6-8

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral
APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR	The students: enact various role-playing situations and observe language differences in each. Example: students talking with each other students talking with a teacher a teacher talking with a student a teacher talking with a friend	The student: identifies li differences i vocabulary syntax patterns substitutes c expressions f hackneyed phr perceives con well as denot of words agrees on the terms and exp
A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER	divide into four groups. Each group writes a two-minute speech to convince a different audience of a need for and the practicality of either a local teen center of a local drag strip. The need to gear language and reasoning to listeners should be stressed by the teacher . The four audiences are: 1. police force 2. P.T.A. 3. teen-agers 4. labor union	shifts the le to fit the si keeps to topi cussion states proble thinking for distinguishes of view evaluates sou mation evaluates use terial by che to topic

LEVEL 6-8

AGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
PATTERNS SOCIAL OCCUR	The students: enact various role-playing situations and observe language differences in each. Example: students talking with each other students talking with a teacher a teacher talking with a student a teacher talking with a friend	The student: identifies likenesses and differences in speech: vocabulary syntax patterns substitutes original expressions for cliches and hackneyed phrases perceives connotative as well as denotative quality of words agrees on the meaning of terms and expressions
ONSIDERS ND BACK- R OR	divide into four groups. Each group writes a two-minute speech to convince a different audience of a need for and the practicality of either a local teen center of a local drag strip. The need to gear language and reasoning to listeners should be stressed by the teacher . The four audiences are: 1. police force 2. P.T.A. 3. teen-agers 4. labor union	shifts the level of speech to fit the situation keeps to topic under discussion states problems in if-then thinking form distinguishes various points of view evaluates sources of information evaluates usefulness of material by checking pertinence to topic

LEVEL 6-8

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behaviora
A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER	The students:	The student:
	bring magazines to class and explain their purposes and the social group or age level for which they were written. They show some of the magazines regular features, its appearance, the photographs, and the advertising.	makes gener draws concl makes relev tells about at a time speaks clea uses facts tions and g appreciates genres and
	analyze and discuss several passages from Tom Sawyer or *Huckleberry Finn* to find the kinds of language Tom and Huck use in relation to their listeners. Suggested passages are "The Glorious Whitewasher" "Huck Finn Quotes 'Scripture'", and "Tom Plays, Fights and Hides."	perceives c well as den of words interprets language an vocabularie keeps to to cussion compares contrasts determines

	Learning Experiences	Behavioral Skills
CONSIDERS AND BACK- ER OR	The students:	The student:
	bring magazines to class and explain their purposes and the social group or age level for which they were written. They show some of the magazines regular faatures, its appearande, the photographs, and the advertising.	makes generalizaitons or draws conclusions makes relevant comments tells about the one idea at a time speaks clearly uses facts to make deductions and generalizations appreciates various literary genres and their sturctures
	analyze and discuss several passages from Tom Sawyer or Huckleberry Finn to find the kinds of language Tom and Huck use in relation to their listeners. Suggested passages are "The Glorious Whitewasher" "Huck Finn Quotes 'Scripture'", and "Tom Plays, Fights and Hides."	perceives connotative as well as denotative qualities of words interprets picturesque language and specialized vocabularies keeps to topic under discussion compares contrasts determines cause and effect

LEVEL 6-8

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral
A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER	The students: collect comic strips from the newspaper which illustrate various language patterns and compare them in class. Example: Peanuts, Pogo, Dick Tracy Penny, Li'l Abner role-play the following situations: A school principal talks to a potential drop-out who is failing every class. A bank executive interviews a high school student for a summer job. A policeman stops an elderly lady for speeding. The students then duscuss any changes in language patterns noted in each situation.	The student: identifies differences vocabula syntax patterns distinguish of view makes genera draws concl expresses a verbal mess uses varied gives empha phrasing stress rate pitch modulati shifts the to fit the keeps to to sion incorporate behavior

LEVEL 6-8

AGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
ONSIDERS ND BACK- R OR	The students:	The student:
	collect comic strips from the newspaper which illustrate various language patterns and compare them in class. Example: Peanuts, Pogo, Dick Tracy Penny, Li'l Abner	identifies likenesses and differences in speech: vocabulary syntax patterns distinguishes various points of view makes generalizations or draws conclusion
	role-play the following situations: A school principal talks to a potential drop-out who is failing every class. A bank executive interviews a high school student for a summer job. A policeman stops an elderly lady for speeding. The students then duscuss any changes in language patterns noted in each situation.	expresses a thought as a verbal message uses varied sentence patterns gives emphasis to ideas: phrasing stress rate pitch modulation shifts the level of speech to fit the situation keeps to topic under discussion incorporates judgments into behavior

LEVEL 6-8

CONCEPTS IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral S
LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE	The students: keeps personal daily journals. Each student records the date and anything else he wishes to write : reminders, past events, thoughts or ideas for stories. Personal freedom should be emphasized by the teacher. The students do not have to show their notebooks to each other.	The student: transfers sent from oral to w writes basic s terns for vari evaluates moti actions and re own and those people reacts with in jectivity to i sensitive natu social, racial
	plan and write small dictionaries depicting words written in both formal and informal styles.	distinguishes and figurative identifies lik differances in uses the dicti for a variety
LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY	collect and record colloquial expressions from several areas. Examples: Yes indeed-Southern Maryland; Some kind of a-Maryland; Y'all - Alabama.	identifies lik differances in collects infor a variety of s

LEVEL 6-8

AGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
RE AND SONAL	The students: keeps personal daily journals. Each student records the date and anything else he wishes to write : reminders, past events, thoughts or ideas for stories. Personal freedom should be emphasized by the teacher. The students do not have to show their notebooks to each other.	The student: transfers sentence patterns from oral to written form writes basic sentence patterns for various purposes. evaluates motives for actions and reactions - his own and those of the other people reacts with increasing objectivity to ideas of a sensitive nature: political, social, racial, religious
	plan and write small dictionaries depicting words written in both formal and informal styles.	distinguishes between literal and figurative langauges. identifies likenesses and differences in speech. uses the dictionary efficiently for a variety of purposes
GROUP	collect and record colloquial expressions from several areas. Examples: Yes indeed-Southern Maryland; Some kind of a-Maryland; Y'all - Alabama.	identifies likenesses and differences in speech collects information from a variety of sources

ASSESSMENT ACTIV ES 6-8
CONCEPT IV
LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behaviora
APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER SHIFTING LOYALTIES AND GOALS, BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERNS LANGUAGE REFLECTS CULTURE AND IS PART OF ONE'S PERSONAL EXPERIENCE LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY	The students: analyze a daily newspaper. They study the different sections, the types of articles in each section, the social or occupational group for which and by whom the articles were written, the effective use of formal or informal language. write articles for their school paper. They decide the different sections and write the articles. There may be a children's section, sports section and editorial section; depending on the student's readers.	The student: distinguis opinion expresses message speaks cle perceives multiple m ection app perceives denotative states mai other sele places ide writes ba purposes varies and patterns writes pa collects f of source recognize and persua responds m message

ASSESSMENT ACTIV[illegible]ES 6-8
CONCEPT IV
LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
PATTERNS E SOCIAL Y OCCUR CONSIDERS AND BACK- NER OR ND GOALS, OCIAL, CHANGE ULTURE PER- ECTS L IDENTITY	The students: analyze a daily newspaper. They study the different sections, the types of articles in each section, the social or occupational group for which and by whom the articles were written, the effective use of formal or informal language. write articles for their school paper. They decide the different sections and write the articles. There may be a children's section, sports section and editorial section; depending on the student's readers.	The student: distinguishes between fact and opinion expresses a thought as a verbal message speaks clearly perceives that words may have multiple meanings; makes selection appropriate to context perceives connotative as well as denotative qualities of words states main ideas and details in other selections places ideas in sequence writes basic patterns for various purposes varies and expands basic sentence patterns writes paragraph for specific purpose collects information from a variety of sources recognizes techniques of propaganda and persuasion responds non-verbally to a non-verbal message

ASSESSMENT ACTIVITY 6-8
CONCEPT IV
LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavior
		The student: interprets decides wh true or fa

ASSESSMENT ACTIVITY 6-8
CONCEPT IV
LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Learning Experiences	Behavioral Skills
	The student: (con't.) interprets facts decides whether statements are true or false

LEVEL 6-8

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behaviora
LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS	The students: role-play different situations in which they have to influence other people's thoughts and actions. For example: employee asking his boss for a raise, presidential candidate delivering a compaign speech, boy asking his mom for an increase in allowance, coach giving a pep talk to his team at half time. The class discusses the methods used by the speakers to achieve their goals.	The student: detects imp language speaks flue distinguish motives and influence c identifies propaganda
LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY	bring examples of advertisements to class, and discuss the style through which the messages are conveyed. The class discusses the responsibility of the advertising agencies to the consumer. Example: Whiteners which can damage tooth enamel.	forms se sees impli and draws perceives c well as den ties of wor distinguish opinions decides whe are true or

LEVEL 6-8

UAGE HAS POWER

	Learning Experiences	Behavioral Skills
FUL INSTRU- G AND/OR S AND	The students: role-play different situations in which they have to influence other people's thoughts and actions. For example: employee asking his boss for a raise, presidential candidate delivering a compaign speech, boy asking his mom for an increase in allowance, coach giving a pep talk to his team at half time. The class discusses the methods used by the speakers to achieve their goals.	The student: detects implications in language speaks fluently distinguishes personal motives and drives which influence character actions identifies techniques of propaganda and persuasion
IRES CARE	bring examples of advertisements to class, and discuss the style through which the messages are conveyed. The class discusses the responsibility of the advertising agencies to the consumer. Example: Whiteners which can damage tooth enamel.	forms sensory images sees implied meanings and draws inferences perceives connotative as well as denotative qualities of words distinguishes facts from opinions decides whether statements are true or false

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral
LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY	The students: think of a fictitious item, and advertise it. The advertisement may be verbal or written. The class evaluates each advertisement. listen to a recording of "War of the Worlds", Orson Welles broadcast of a Martian Invasion in 1938 and discuss the effects the broadcast had on listeners, the responsibility of the producer, and similar examples of powerful broadcasts.	The student: forms sensory distinguishes opinion gives emphasi by phrasing, stress, rate, modulation in judgements in identifies ma identifies to identifies te propaganda an interprets co quality of wo
SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE	read the following sentences carefully In each sentence, the words in parentheses have roughly the same meaning. However, they are not synonymous in tone or in the attitude they communicate: (1) Did you get any new (clothes, threads) for Christmas? (2) My (father, old man) left me a large inheritance. (3) I had a (stomach-ache, belly-ache). (4) For the wedding, she (attired, dressed) herself in pink. (5) My mother will (prepare, cook) the meal.	perceives tha have multiple makes selecti to context identifies te perceives co well as deno ties of words agrees on the terms and ex

The class discusses why each selection is made.

LEVEL 6-

GE HAS POWER

	Learning Experiences	Behavioral Skills
ES CARE	The students: think of a fictitious item, and advertise it. The advertisement may be verbal or written. The class evaluates each advertisement.	The student: forms sensory images distinguishes facts from opinion gives emphasis to ideas by phrasing, stress, pause, stress, rate, pitch, and modulation incorporates judgements into behaviors
	listen to a recording of "War of the Worlds", Orson Welles broadcast of a Martian Invasion in 1938 and discuss the effects the broadcast had on listeners, the responsibility of the producer, and similar examples of powerful broadcasts.	identifies main idea identifies tone or mood identifies techniques of propaganda and persuasion interprets connotative quality of words
ION HAS T IS VERS F EACH	read the following sentences carefully In each sentence, the words in parentheses have roughly the same meaning. However, they are not synonymous in tone or in the attitude they communicate: (1) Did you get any new (clothes, threads) for Christmas? (2) My (father, old man) left me a large inheritance. (3) I had a (stomach-ache, belly-ache). (4) For the wedding, she (attired, dressed) herself in pink. (5) My mother will (prepare, cook) the meal. The class discusses why each selection is made.	perceives that words may have multiple meanings; makes selection appropriate to context identifies tone or mood perceives connotative as well as denotative qualities of words agrees on the meaning of terms and expressions

LEVEI

CONCEPT V - LANGAUGE HAS POWER

Understandings	Learning Experiences	Behaviora
LANGUAGE IS INFLUENCED BY MASS MEDIA MASS MEDIA ACCELERATES LANGUAGE COMMUNICATION	The students: read the information below and write a short paragraph answering this question: What does this say about the way in which media affect time and space? To transmit information across a distance of 1000 miles, it takes: 20 days by foot 10 days by horse-drawn wagon 1 ½ days by rail 1/186 of a second by wire look in magazines and newspapers for cartoons or photographs in which the characters seem to go with what is being said in the caption. For pictures having no caption the students write one. Then, without revealing his own caption, each student asks two or three of his classmates to write a caption for their picture. The students compare the results to see whether all of the captions share roughly the same translation of the paralanguage in the picture?	The student: reaches log supports co writes para specific pu follows cur in use of p capitalizat uses subjec complements transposes message int response expresses verbal mess tells abou time makes infe data colle compares contrasts

LEVEI

UGE HAS POWER

	Learning Experiences	Behavioral Skills
ED BY	The students:	The student:
ERATES CATION	read the information below and write a short paragraph answering this question: What does this say about the way in which media affect time and space? To transmit information across a distance of 1000 miles, it takes: 20 days by foot 10 days by horse-drawn wagon 1 ½ days by rail 1/186 of a second by wire	reaches logical conclusions supports conclusions writes paragraph for a specific purpose follows current practice in use of punctuation and capitalization uses subjects, predicates, complements
	look in magazines and newspapers for cartoons or photographs in which the characters seem to go with what is being said in the caption. For pictures having no caption the students write one. Then, without revealing his own caption, each student asks two or three of his classmates to write a caption for their picture. The students compare the results to see whether all of the captions share roughly the same translation of the paralanguage in the picture?	transposes a non-verbal message into a verbal response expresses a thought as a verbal message tells about one idea at a time makes inferences based on data collected compares contrasts

Understandings	Learning Experiences	Behavior
LANGUAGE IS INFLUENCED BY MASS MEDIA MASS MEDIA INCREASE THE NEED FOR STANDARDS OF SELECTIONS	The students: read and discuss the "Letters to the Editor" section of the local newspaper. Were the writers informed, ignorant, prejudiced, fair? Which letters are effective and why? After evaluating the letters for credibility students write their own letters to the editor concerning problems or situations in the community.	The student: distinguis fiction evaluates mation determines compares recognizes justifies and others writes par purpose
WORDS IN A LANGUAGE HAVE MANY MEANINGS The power of language depends on the words that are chosen and their arrangement	pretend they are working for an advertising agency and create names for the following products: bath soap, laundry soap, cough syrup, toothpaste, cereal, deodorant, electric razor. Students discuss their reasons for selecting certain names for the products..	perceives well as de of words perceives have multi makes sele to context
	interpret the denotations and connotations of the following "antics with semantics:" I am "diplomatic". You are "smooth-tongued." He is "two-faced". I am "cautious". You are "timid". He "cowardly."	perceives well as de of words perceives have multi makes sele priate to sees impli draws inf

	Learning Experiences	Behavioral Skills
NCED BY	The students:	The student:
REASE THE RDS OF	read and discuss the "Letters to the Editor" section of the local newspaper. Were the writers informed, ignorant, prejudiced, fair? Which letters are effective and why? After evaluating the letters for credibility students write their own letters to the editor concerning problems or situations in the community.	distinguishes fact from fiction evaluates source of information determines bias compares recognizes errors in logic justifies opinions (own and others) writes paragraph for specific purpose
HAVE nguage words and nt	pretend they are working for an advertising agency and create names for the following products: bath soap, laundry soap, cough syrup, toothpaste, cereal, deodorant, electric razor. Students discuss their reasons for selecting certain names for the products..	perceives connotative as well as denotative qualities of words perceives that words may have multiple meanings; makes selection appropriate to context
	interpret the denotations and connotations of the following "antics with semantics:" I am "diplomatic". You are "smooth-tongued." He is "two-faced". I am "cautious". You are "timid". He "cowardly."	perceives connotative as well as denotative qualities of words perceives that words may have multiple meanings; makes selection appropriate to context sees implied meanings and draws inferences

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral
WORDS IN A LANGUAGE HAVE MANY MEANINGS The power of language depends on the words that are chosen and their arrangement	The students: (con't) I believe in "authority". You beleive in "force". He believes in "violence". I was driving at "a good clip". You were "exceeding the limit". He was "speeding recklessly". I lost the match because I was "off my form". You lost because you were "over confident". He lost because he was "too cocky". ------ ------ Their football team plays "dirty". Our football team plays "a hard-nosed game."	The student: distinguishe opinion agrees on th terms and e
WORDS IN A LANGUAGE HAVE MANY MEANINGS The context in which a word appears determines its meaning	explain the following figures of speech slippery as an eel quick as a wink right on cool it out of sight list words which have multiple meanings and explain the meaning of each word: grass trip split bag knip uptight chick	interprets language an vocabularies perceives t have multip distinguishe literal and language sees implie and draws i

LEVEL

AGE HAS POWER

	Learning Experiences	Behavioral Skills
HAVE uage rds nd	The students: (con't) I believe in "authority". You beleive in "force." He believes in "violence". I was driving at "a good clip". You were "exceeding the limit". He was "speeding recklessly". I lost the match because I was "off my form". You lost because you were "over confident". He lost because he was "too cocky". ------ ------ Their football team plays "dirty". Our football team plays "a hard-nosed game."	The student: distinguishes fact from opinion agrees on the meaning of terms and expressions
HAVE hich a rmines	explain the following figures of speech slippery as an eel quick as a wink right on cool it out of sight list words which have multiple meanings and explain the meaning of each word: grass trip split bag knip uptight chick	interprets picturesque language and specialized vocabularies perceives that words may have multiple meanings distinguishes between literal and figurative language sees implied meanings and draws inferences

LEVEL 6-8

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral
WORDS IN A LANGUAGE HAVE MANY MEANINGS	The students:	The student:
The context in which a word appears determines its meaning	listen to the following recording selections and explain the literal and figurative language they hear in each: the theme from "The Sound of Music" "My Favorite Thing"	keeps to to cussion distinguishe literal and language
	write a paragraph explaining why some baseball and football teams are named after animals. Example: lions and tigers.	sees implie draws infer
	use the following idioms in sentences to show their literal and figurative meanings. up a tree butterfingers down to earth changed hands up a creek on the fence	distinguishe literal and language perceives t have multip

	Learning Experiences	Behavioral Skills
HAVE	The students:	The student:
hich eter- g	listen to the following recording selections and explain the literal and figurative language they hear in each: the theme from "The Sound of Music" "My Favorite Thing" write a paragraph explaining why some baseball and football teams are named after animals. Example: lions and tigers.	keeps to topic under discussion distinguishes between literal and figurative language sees implied meanings and draws inferences
	use the following idioms in sentences to show their literal and figurative meanings. up a tree butterfingers down to earth changed hands up a creek on the fence	distinguishes between literal and figurative language perceives that words may have multiple meanings

LEVEL 6-8

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral
WORDS IN A LANGUAGE HAVE MANY MEANINGS The context in which a word appears determines its meaning	The students: write the parts of speech and approximate meanings for the underlined words in the sentences which allow: 1. The county seat is in Ravenna. 2. A low brought rain east of the Appalachians. 3. The speedboat went fast on the reaches of the river. 4. Most oriental cultures are traditionally concerned about face. 5. After passing her law examination, Mrs. Morrow was admitted to the bar. Students then write other sentences showing different meanings of the words.	The student: perceives th have multipl makes select to context. sees implied draws infere uses subject and compleme follows curr in use of pu and capitali
In life and literature words acquire a cluster of meanings on different levels of experience	research five or more terms used by a particular occupational group to find out the meanings of the terms. Example: newspaper jargon such as copy, the number 30, flush left, flush right, slug line, lower case, upper case.	interprets p language and vocabularies uses the dic ciently for purposes collects in a variety o
	are given a list of words with multiple meanings. They find the different meanings and use the words in different contexts. For example: grain, sail, court, gravity.	perceives th have multipl makes select to context uses the dic ciently for purposes

LEVEL 6-8

AGE HAS POWER

	Learning Experiences	Behavioral Skills
HAVE ich ter-	The students: write the parts of speech and approximate meanings for the underlined words in the sentences which allow: 1. The county seat is in Ravenna. 2. A low brought rain east of the Appalachians. 3. The speedboat went fast on the reaches of the river. 4. Most oriental cultures are traditionally concerned about face. 5. After passing her law examination, Mrs. Morrow was admitted to the bar. Students then write other sentences showing different meanings of the words.	The student: perceives that words may have multiple meanings, makes selection appropriate to context. sees implied meanings and draws inferences uses subjects, predicates, and complements follows current practice in use of punctuation and capitalization
nture luster fferent nce	research five or more terms used by a particular occupational group to find out the meanings of the terms. Example: newspaper jargon such as copy, the number 30, flush left, flush right, slug line, lower case, upper case.	interprets picturesque language and specialized vocabularies uses the dictionary efficiently for a variety of purposes collects information from a variety of sources
	are given a list of words with multiple meanings. They find the different meanings and use the words in different contexts. For example: grain, sail, court, gravity.	perceives that words may have multiple meanings; makes selection appropriate to context uses the dictionary efficiently for a variety of purposes

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~~359~~

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~~360~~

LEVEL 8

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral
THE CONNOTATION OF WORDS IS MORE USEFUL IN PERSUADING PEOPLE THAN THE DENOTATION OF WORDS Words acquire connotations as a result of individual and group associations and experiences with them	The students: tell which of the following words have a more favorable connotation and why: fake - artificial old fashioned - antique attorney - mouthpiece emerald - green flower - blossom spy - secret agent policeman - cop sanitation engineer - trash collector	The student: reaches log clusions expresses a verbal mess contrasts tells about at a time perceives c well as den ties of wor

LEVEL 8

NGUAGE HAS POWER

	Learning Experiences	Behavioral Skills
ORDS IS ADING OTATION ota- of up x- m	The students: tell which of the following words have a more favorable connotation and why: fake - artificial old fashioned - antique attorney - mouthpiece emerald - green flower - blossom spy - secret agent policeman - cop sanitation engineer - trash collector	The student: reaches logical conclusions expresses a thought as a verbal message contrasts tells about one idea at a time perceives connotative as well as denotative qualities of words

ASSESSMENT ACTIVI -8
CONCEPT V
LANGUAGE HAS POWER

Understandings	Learning Experiences	Behaviora
LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY SINCE ALL COMMUNICATION HAS IMPLIED RESPONCES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE LANGUAGE IS INFLUENCED BY MASS MEDIA WORDS IN A LANGUAGE HAVE MANY MEANINGS	The students: list five advertisements they remember well that they have seen in print or heard on television or radio. They explain why they remember each and note which of the following techniques of advertising are used for each: word magic-using an appealing name (Gleam instead of Glum) transfer-ads with young and beautiful surroundings testimonial-admired person endorsing a product plain folks-used by ordinary people like us snob appeal-only people with good judgment band wagon- everyone uses it direct order-go and buy bargain price-savings jokes-easily remembered facts and figures-this brand works faster write letters to learn what advertisers are willing to pay for: 1. one munute of prime time on television 2. one page of a magazine with nationwide circulation, such at Time or Better Homes and Gardens. 3. one page of high school yearbook. Try to sell a car which has the following characteristics which are obvious to his audience: age-five years, tires-like new, speedometer-30,000 miles, paint-faded, floor mats-very worn, blue book value-$800, asking- $995. Unknown to audience: 115,000 actual mileage, tires,-new tires and pedals.	The student distingui fiction identifie receives variety o expresses verbal me describes perceives denotativ makes gen sees caus writes ba writes pa purposes recognize paganda a responds verbal me interpret decides w true or f

ASSESSMENT ACTIVI -8
CONCEPT V
LANGUAGE HAS POWER

	Learning Experiences	Behavioral Skills
UL INSTRU- AND/OR AND RES CARE ION HAS T IS VERS F EACH ED BY MASS HAVE	The students: list five advertisements they remember well that they have seen in print or heard on television or radio. They explain why they remember each and note which of the following techniques of advertising are used for each: word magic-using an appealing name (Gleam instead of Glum) transfer-ads with young and beautiful surroundings testimonial-admired person endorsing a product plain folks-used by ordinary people like us snob appeal-only people with good judgment band wagon- everyone uses it direct order-go and buy bargain price-savings jokes-easily remembered facts and figures-this brand works faster write letters to learn what advertisers are willing to pay for: 1. one munute of prime time on television 2. one page of a magazine with nation-wide circulation, such at Time or Better Homes and Gardens. 3. one page of high school yearbook. Try to sell a car which has the following characteristics which are obvious to his audience: age-five years, tires-like new, speedometer-30,000 miles, paint-faded, floor mats-very worn, blue book value-$800, asking- $995. Unknown to audience: 115,000 actual mileage, tires, new tires and pedals.	The student: distinguishes between fact and fiction identifies main idea receives information from a variety of sources expresses a thought as a verbal message describes attibutes of objects perceives connotative as well as denotative quality of words makes generalizations sees cause and effect relationships writes basic sentence patterns writes paragraph for specific purposes recognizes techniques of propaganda and persuasion responds non-verbally to a verbal message interprets facts decides whether information is true or false

ASSESSMENT ACTI[illegible] 6-8
CONCEPT V
LANGUAGE HAS POWER

Undserstandings	Learning Experiences	Behaviora
	describe which of the propaganda techniques (Activities for Concept II C) were used and how they were used by either of the following: Adolph Hitler, Government of North Vietnam, Ralph Nader, English during WW II compose either a thirty-second radio ad or an advertising poster for either the Edsel automobile or Life magazine using whichever advertising techniques are appropriate.	

ASSESSMENT ACTI[illegible] 6-8
CONCEPT V
LANGUAGE HAS POWER

	Learning Experiences	Behavioral Skills
	describe which of the propaganda techniques (Activities for Concept II C) were used and how they were used by either of the following: Adolph Hitler, Government of North Vietnam, Ralph Nader, English during WW II compose either a thirty-second radio ad or an advertising poster for either the Edsel automobile or Life magazine using whichever advertising techniques are appropriate.	

LEVEL 6

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students: play the following game as they review the subject + be + complement Each student folds a piece of paper into three columns and labels the first column "Subject"; the second column "Be"; and the third column "Complement". Keeping his paper folded, he writes a subject in the first column. After folding his paper so that only the "Be" column shows, he passes the paper to another student. The other student writes a "Be" word and then folds the paper so that only the "Complement" column shows before passing it on. A third student writes a complement. (Encourage students to use subjects and complements of more than one word.) After the students have repeated this process and after they have written sentences they are allowed to read and enjoy the sentences. If the subjects and complements do not agree in number, or if the form "Be" is not correct, the students correct the sentences.	The student: writes basic purposes uses subject complements rearranges s parts substitutes for another clarifies me seeks altern

LEVEL 6

GE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
AGE IS UL COM-	The students: play the following game as they review the subject + be + complement Each student folds a piece of paper into three columns and labels the first column "Subject"; the second column "Be"; and the third column "Complement". Keeping his paper folded, he writes a subject in the first column. After folding his paper so that only the "Be" column shows, he passes the paper to another student. The other student writes a "Be" word and then folds the paper so that only the "Complement" column shows before passing it on. A third student writes a complement. (Encourage students to use subjects and complements of more than one word.) After the students have repeated this process and after they have written sentences they are allowed to read and enjoy the sentences. If the subjects and complements do not agree in number, or if the form "Be" is not correct, the students correct the sentences.	The student: writes basic patterns for various purposes uses subjects, predicates and complements rearranges sequence of sentence parts substitutes one kind of structure for another clarifies meaning seeks alternatives

LEVEL 6-8

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavior
THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT	The students: take cards with words on them. Several students at a time stand before the class and arrange themselves so that the words can be read as a meaningful sentence. Each group of words should be able to be arranged in more than one way and should always make sense. Example: The boy hit the girl.	The student: determines uses subje complement rearranges parts places ide combines relationsh subordinat
	are presented with nonsense words used as different parts of speech in a variety of sentences. They identify the parts of speech and point out the structural clues in each sentence.	makes aura through word for patterns structur and infl words; suffixe

LEVEL 6-8

NGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
CAL DEVICE ORDER	The students: take cards with words on them. Several students at a time stand before the class and arrange themselves so that the words can be read as a meaningful sentence. Each group of words should be able to be arranged in more than one way and should always make sense. Example: The boy hit the girl.	The student: determines logical relationships uses subjects, predicates and complements rearranges sequence of sentence parts places ideas in sequence combines ideas to show proper relationships: coordination and subordination
	are presented with nonsense words used as different parts of speech in a variety of sentences. They identify the parts of speech and point out the structural clues in each sentence.	makes aural and visual discriminations through word form clues: letter and word patterns; sight vocabulary structural analysis; root words and inflectional endings; compound words; contractions; prefixes and suffixes; syllabication; accent

LEVEL 6-8

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral S
SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT	The students:	The student:
	study some devices for paragraph unity and coherence. These devices may include such examples as: a topic sentence, relevant details, chronological order, transitional expressions, and cause and effect.	observes princ coherence agrees on the expressions
	select interesting topics. They write one-paragraph themes by stating the main idea as the topic sentence and developing the idea with relevant details.	writes related using paragrap uses introduct aid organizati selects and na paragraph deve
	write one-paragraph themes in which they present details, examples, or evidence first and then state their general conclusion at the end.	writes paragra generalizes fr
	choose subjects on which their opinions differ from that which is most popular. They present their opinions in a well-developed "yes, but" or a "pro-and-con" paragraph.	selects and ne paragraph deve organizes info justifies opin supports concl
	write "cause and effect" paragraphs on subjects in which they are somewhat expert. Examples: cooking, auto mechanics, or dating.	writes paragra determines cau

IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Learning Experiences	Behavioral Skills
The students:	The student:
study some devices for paragraph unity and coherence. These devices may include such examples as: a topic sentence, relevant details, chronological order transitional expressions, and cause and effect.	observes principles of unity and coherence agrees on the meaning of terms and expressions
select interesting topics. They write one-paragraph themes by stating the main idea as the topic sentence and developing the idea with relevant details.	writes related ideas in logical order using paragraph form uses introductory topic sentence to aid organization selects and narrows topics for single paragraph development
write one-paragraph themes in which they present details, examples, or evidence first and then state their general conclusion at the end.	writes paragraphs for specific purpose generalizes from evidence
choose subjects on which their opinions differ from that which is most popular. They present their opinions in a well-developed "yes, but" or a "pro-and-con" paragraph.	selects and narrows topics for single paragraph development organizes information justifies opinions supports conclusions
write "cause and effect" paragraphs on subjects in which they are somewhat expert. Examples: cooking, auto mechanics, or dating.	writes paragraph for specific purposes determines cause and effect

LEVEL 6-8

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behaviora
THE SYSTEMATIC USE OF PITCH, STRESS, AND JUNCTURE AFFECTS MEANING IN ORAL COMMUNICATION	The students: will be presented with pairs of words that illustrate juncture. For example: I scream, ice cream; khee towel, neat owl; a name, an aim; see Mable, seem able; that stuff, that's tough; keeps ticking, keeps sticking.	The student: makes aural through aud gross sou differenc medial sc
	write examples of pairs of words that illustrate juncture.	recognizes corrects th discriminat intensity
	exaggerate their reading of the following sentences so that the meaning in parentheses is clear. It's a hot dog. (It's a frankfurter.) It's a hot dog. (It's a dog that is hot.) It's the right doof. (It's the correct door.) It's the right door. (It's the door on the right.) It is whipping cream. (It's cream for whipping.) It is whipping cream. (It is beating up the cream.) It's a spinning wheel. (It's a wheel for spinning thread.) It's a spinning wheel. (It's a wheel which is spinning.)	discriminat intensity, perceives meanings uses facts generalizat
	After the class discussion the students write the sentences on a musical staff, one word per line, showing the relative pitch of each word.	

GUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
F PITCH, AFFECTS UNICATION	The students:	The student:
	will be presented with pairs of words that illustrate juncture. For example: I scream, ice cream; khee towel, neat owl; a name, an aim; see Mable, seem able; that stuff, that's tough; keeps ticking, keeps sticking.	makes aural and visual discriminations through auditory perception: gross sounds; rhymes; likenesses and differences; initial, final and medial sounds
	write examples of pairs of words that illustrate juncture.	recognizes his own speech errors and corrects them
		discriminates among rhythm, pitch, intensity and patterns of sounds
	exaggerate their reading of the following sentences so that the meaning in parentheses is clear.	discriminates among rhythm, pitch, intensity, and patterns of sound
	It's a hot dog. (It's a frankfurter.) It's a hot dog. (It's a dog that is hot.) It's the right doof. (It's the correct door.) It's the right door. (It's the door on the right.) It is whipping cream. (It's cream for whipping.) It is whipping cream. (It is beating up the cream.) It's a spinning wheel. (It's a wheel for spinning thread.) It's a spinning wheel. (It's a wheel which is spinning.)	perceives that words may have multiple meanings uses facts to make deductions and generalizations
	After the class discussion the students write the sentences on a musical staff, one word per line, showing the relative pitch of each word.	

LEVEL 6-8

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral
EACH LANGUAGE HAS ITS OWN SOUND PATTERNS, VOCABULARY, AND SYNTAX	The students: analyze the ambiguity of the telegrams and newspaper headlines below. They also analyze the reasons for the ambiguity. Example: the absence of structure words such as determiners, auxiliaries, and prepositions, or the arrangement of the words. COLLEGE DEMANDS CHANGE. DEALERS WILL HEAR CAR TALK FRIDAY NOON. QUARTER OF A MILLION CHINESE LIVE ON WATER. NAVY WITNESSES SMOKE IT'S AN ORDERLY ROOM. LAWYERS TO OFFER POOR FREE ADIVCE CALF BORN TO FARMER WITH TWO HEADS MAN HELD IN CHICAGO AFTER SHOOTING BEE. HERSHEY BARS PROTEST Students may rewrite several of the samples to make sentences in which the meanings are clear.	The student: selects stru or add empha rearranges s substitutes another - wo clarifies me makes warran interprets f

LEVEL 6-8

GE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
DWN LARY,	The students: analyze the ambiguity of the telegrams and newspaper headlines below. They also analyze the reasons for the ambiguity. Example: the absence of structure words such as determiners, auxiliaries, and prepositions, or the arrangement of the words. COLLEGE DEMANDS CHANGE. DEALERS WILL HEAR CAR TALK FRIDAY NOON. QUARTER OF A MILLION CHINESE LIVE ON WATER. NAVY WITNESSES SMOKE IT'S AN ORDERLY ROOM. LAWYERS TO OFFER POOR FREE ADIVCE CALF BORN TO FARMER WITH TWO HEADS MAN HELD IN CHICAGO AFTER SHOOTING BEE. HERSHEY BARS PROTEST Students may rewrite several of the samples to make sentences in which the meanings are clear.	The student: selects structure to extend meaning or add emphasis rearranges sequence of sentence parts substitutes one kind of structure for another - words, phrases, clauses clarifies meaning makes warranted inferences interprets facts

LEVEL 6-8

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavior
THE LANGUAGE SYSTEM OF EVERY CULTURE IS ADEQUATE FOR ITS NEEDS	The students: use foreign language/English dictionaries or consult speakers of foreign languages to learn the words in the Eskimo, Filipino, Vietnamese, and Italian languages for the following words: rice, squirrel, sheep, privacy and noodles. Not all words will be in each of the languages. Some words may have more than one equivalent in other languages. Students may also contact the appropriate embassy in Washington, D.C., for information concerning the availability of any resource people or materials.	The student: collects i of sources compares contrasts makes inf gathers in applies re using ref

LEVEL 6-8

NGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
M OF EVERY E FOR ITS	The students: use foreign language/English dictionaries or consult speakers of foreign languages to learn the words in the Eskimo, Filipino, Vietnamese, and Italian languages for the following words: rice, squirrel, sheep, privacy and noodles. Not all words will be in each of the languages. Some words may have more than one equivalent in other languages. Students may also contact the appropriate embassy in Washington, D.C., for information concerning the availability of any resource people or materials.	The student: collects information from a variety of sources compares contrasts makes inferences on data collected gathers information applies related writing skills when using reference materials

LEVEL 6-8

CONCEPTS VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral
LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH	The students: write sentences ending with relative clauses. Each relative clause should end with a noun. Additional relative clauses are added to each sentence as long as the sentence makes sense. Students then listen to all of the sentences to discover how meaning was extended or emphasis added.	The student: combines ide relationship subordinatio selects stru or add empha word modif phrase mod clause mod words, phr words, phr that giv transiti follows curr punctuation

LEVEL 6-8

UAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
W FOR	The students: write sentences ending with relative clauses. Each relative clause should end with a noun. Additional relative clauses are added to each sentence as long as the sentence makes sense. Students then listen to all of the sentences to discover how meaning was extended or emphasis added.	The student: combines ideas to snow proper relationship, coordination, subordination selects structure to extend meaning or add emphasis word modifiers phrase modifiers clause modifiers words, phrases that rename words, phrases, or clauses that give emphasis or provide transition follows current practice in use of punctuation and capitalization

LEVEL 6-8

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral
LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH	The students: write new words which have the opposite meaning by adding un-, dis-, mis-, or in-, to each of the following words; approve, color, certain, polite, govern, and exact. form as many compounds as possible by combining any two of the words which follow: pin, wheel, chair, water, boy, and tall. rearrange the letters in each of the following words to form at least three other words: leap, stop, races, pins, and miles.	The student: uses root wo meaning perceives th meanings determines applies gen

LEVEL 6-8

AGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
W FOR	The students: write new words which have the opposite meaning by adding un-, dis-, mis-, or in-, to each of the following words; approve, color, certain, polite, govern, and exact. form as many compounds as possible by combining any two of the words which follow: pin, wheel, chair, water, boy, and tall. rearrange the letters in each of the following words to form at least three other words: leap, stop, races, pins, and miles.	The student: uses root words and affixes to derive meaning perceives that words may have multiple meanings determines logical relationships applies generalizations

LEVEL 6-8

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral
THE FLEXIBILITY OF LANGUAGE MAKES IT POSSIBLE TO EXPRESS IDEAS IN MANY WAYS	The students: read the following statement from the chalkboard: "That salesman thinks he's putting one over on me, but just you wait! He'll learn I wasn't born yesterday!" They change the statement to something similar to this: "That salesman believes I'm sold on the idea, but give me a chance and I'll inform him I've heard his line before." write one to two versions of each statement from a list the teacher has prepared. They read them aloud.	The student: uses varied selects struc or add empha word, phr identifies m speaks clear perceives th multiple mea appropriate evaluates co uses accepta paraphrases

LEVEL 6-8

AGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
NGUAGE EXPRESS	The students: read the following statement from the chalkboard: "That salesman thinks he's putting one over on me, but just you wait! He'll learn I wasn't born yesterday!" They change the statement to something similar to this: "That salesman believes I'm sold on the idea, but give me a chance and I'll inform him I've heard his line before." write one to two versions of each statement from a list the teacher has prepared. They read them aloud.	The student: uses varied sentence patterns selects structures to extend meaning, or add emphasis: word, phrases that rename identifies main idea speaks clearly perceives that words may have multiple meanings; makes selection appropriate to context evaluates conclusions (own and others) uses acceptable pronunciation paraphrases

ASSESSMENT ACTIVITIES 6-8
CONCEPT VI
LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behaviora
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT THE SYSTEMATIC USE OF PITCH, STRESS, AND JUNCTURE AFFECTS MEANING IN ORAL COMMUNICATION EACH LANGUAGE HAS ITS OWN SOUND PATTERN, GRAMMATICAL SYMBOLS VOCABULARY, AND SYNTAX	The students: answer the questions below that pertain to this sentence: "The moostest kator pinedly zerpled at the sneed's bungans." 1. What word describes the action? 2. Does the action take place in the present or the past? 3. Who or what performs the action? 4. Which word describes the performer? 5. In what manner is the action performed? 6. Which word is plural? 7. Could this sentence be English if we wanted it to be? Why or Why not?	The student: identifies difference expresses a verbal mess makes aural crimination word form structura
THE LANGUAGE SYSTEM OF EVERY CULTURE IS ADEQUATE FOR ITS NEEDS LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH	write a paragraph explaining how they arrived at their answers even though this is not an English sentence	interprets makes gene writes bas purposes writes par purpose

ASSESSMENT ACTIVITIES 6-8
CONCEPT VI
LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
AGE IS FUL COM- L DEVICE RDER F PITCH. AFFECTS UNICATION S OWN SOUND SYMBOLS AX OF EVERY FOR ITS OW FOR	The students: answer the questions below that pertain to this sentence: "The moostest kator pinedly zerpled at the sneed's bungans." 1. What word describes the action? 2. Does the action take place in the present or the past? 3. Who or what performs the action? 4. Which word describes the performer? 5. In what manner is the action performed? 6. Which word is plural? 7. Could this sentence be English if we wanted it to be? Why or Why not? write a paragraph explaining how they arrived at their answers even though this is not an English sentence	The student: identifies likenesses and difference in sounds expresses a thought as a verbal message makes aural and visual discriminations through word form clues structural analysis interprets facts makes generalizations writes basic patterns for various purposes writes paragraph for a specific purpose

LEVEL 6-8

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavior
ORAL LANGUAGE IS FIRST LEARNED BY IMITATION	The students: view the filmstrip and listens to the record *Speaking of Language*, Part I, from Guidance Associates; Pleasantville, New York, 10570. This set demonstrates in a humorous method the origin of language from the days of our earliest ancestors.	The student: identifies difference determines acquires i listening interprets
ORAL LANGUAGE IS FIRST LEARNED BY IMITATION	write short paragraphs about why it is unwise for parents to speak baby talk to their children.	seeks evid gathers in generalize determines uses subje complement follows cu of punctua tion

LEVEL 6-8

NGUAGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
RST N	The students: view the filmstrip and listens to the record Speaking of Language, Part I, from Guidance Associates; Pleasantville, New York, 10570. This set demonstrates in a humorous method the origin of language from the days of our earliest ancestors.	The student: identifies likenesses and differences in sounds determines sequences of events acquires information through listening and observing interprets facts
RST N	write short paragraphs about why it is unwise for parents to speak baby talk to their children.	seeks evidence gathers information generalizes from evidence determines cause and effect uses subjects, predicates, and complements follows current practice in use of punctuation and capitalization

LEVEL 6-8

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behaviora
ORAL LANGUAGE IS FIRST LEARNED BY IMITATION	The students: choose a child between the ages of one and three that they can observe for a language case study. Each finds the answers to the following questions and compares his data with the findings of other members of the class, making general statements about language learning. 1. the child's age now 2. his age when he first seemed to obey a spoken command 3. his age when he said his first word and what it was; 4. the number of words he knows now, the kinds of sentences, if any, that he uses, and any sounds that he has trouble pronouncing.	The student: uses facts and general identifies differences sounds fine s word s identifies differences vocabu syntax patter
ORAL LANGUAGE FACILITATES THE OPEN-ENDED EXCHANGE OF IDEAS; WRITTEN LANGUAGE TENDS TO CRYSTALLIZE IDEAS.	divide into two groups to discuss a single topic for 10-15 minutes. One group discusses by exchanging written messages. Then various ideas of the groups are compared by number, complexity and depth to determine how oral language facilitates communication.	applies sen when writin relates, co information listening a that gained of informat expresses a message compares contrasts

LEVEL [illegible]-8

GUAGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
ST LEARNED	The students: choose a child between the ages of one and three that they can observe for a language case study. Each finds the answers to the following questions and compares his data with the findings of other members of the class, making general statements about language learning. 1. the child's age now 2. his age when he first seemed to obey a spoken command 3. his age when he said his first word and what it was; 4. the number of words he knows now, the kinds of sentences, if any, that he uses, and any sounds that he has trouble pronouncing.	The student: uses facts to make deductions and generalizations identifies likenesses and differences in sound: sounds fine sounds word sounds identifies likenesses and differences in speech: vocabulary syntax patterns
ITATES NGE OF JAGE IDEAS.	divide into two groups to discuss a single topic for 10-15 minutes. One group discusses by exchanging written messages. Then various ideas of the groups are compared by number, complexity and depth to determine how oral language facilitates communication.	applies sentence study skills when writing paragraphs relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information. expresses a thought as a verbal message compares contrasts

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavioral
ORAL LANGUAGE FACILITATES THE OPEN-ENDED EXCHANGE OF IDEAS; WRITTEN LANGUAGE TENDS TO CRYSTALLIZE IDEAS continued	The students: discuss how the ideas and information they gained during the interview is crystallized in writing	The student: discriminates major and mi applies sent skills when

LEVEL 6-8

AGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
TES E OF E DEAS	The students: discuss how the ideas and information they gained during the interview is crystallized in writing	The student: discriminates between major and minor details applies sentence study skills when writing paragraphs

LEVEL 6-8

CONCEPT VII - LANGAUGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavioral
	The students:	The student:
ORAL LANGUAGE FACILITATES THE OPEN-ENDED EXCHANGE OF IDEAS; WRITTEN LANGUAGE TENDS TO CRYSTALLIZE IDEAS	interview an interesting person in the community. For example: a person with a unique hobby; the owner of the local kennel motel; the editor of the local newspaper. write newspaper articles about the interview. discuss how the ideas and information gained during the interview is crystallized in writing.	receives inf a variety of makes genera draws conclu asks relevan and makes re speaks clear discriminate and minor de applies sent when writing
THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE	demonstrate how intonations and paralanguage affect the meaning of sentences. Students give several meanings to the same sentence such as: It's raining. (So what?) It's raining! (After a six month drought) It's raining. (First day at the beach) Students divide into groups to develop examples of their own; then each group demonstrates the implied meanings through paralanguage and intonations.	identifies v signals as c feeling identifies t detects impl language gives empha phrasing stress pause rate

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LEVEL 6-8

AUGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
ATES THE F IDEAS; S TO	The students: interview an interesting person in the community. For example: a person with a unique hobby; the owner of the local kennel motel; the editor of the local newspaper. write newspaper articles about the interview. discuss how the ideas and information gained during the interview is crystallized in writing.	The student: receives information from a variety of sources makes generalizations or draws conclusions asks relevant questions and makes relevant comments speaks clearly discriminates between major and minor details applies sentence study skills when writing paragraphs
M OF A RE EXACT THAN TATION	demonstrate how intonations and paralanguage affect the meaning of sentences. Students give several meanings to the same sentence such as: It's raining. (So what?) It's raining! (After a six month drought) It's raining. (First day at the beach) Students divide into groups to develop examples of their own; then each group demonstrates the implied meanings through paralanguage and intonations.	identifies voice change signals as changes in feeling identifies tone or mood detects implications in language gives emphasis to ideas by: phrasing pitch stress modulation pause rate

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavio
VERBAL AND NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE	The students:	The student:
	discuss whether gesture, posture and facial expressions ever contradict the spoken word.	expresses verbal me justifies and other
	choose some situation in which body language and spoken language seem to be saying two entirely different things. Then either alone or with a classmate, they act out the situation for the rest of the class. If they cannot think of such a situation from real life, they make one up. The important thing is that their gestures, postures, and facial expressions clearly contradict what they are verbally saying	decides wh are true c makes warr recognize tions and incorporat into beha

LEVEL 6-8

LANGUAGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
RBAL EXPRES- MEANING OF	The students: discuss whether gesture, posture and facial expressions ever contradict the spoken word. choose some situation in which body language and spoken language seem to be saying two entirely different things. Then either alone or with a classmate, they act out the situation for the rest of the class. If they cannot think of such a situation from real life, they make one up. The important thing is that their gestures, postures, and facial expressions clearly contradict what they are verbally saying	The student: expresses a thought as a verbal message justifies opinions (own and others) decides whether statements are true or false makes warranted inferences recognizes unstated assumptions and values incorporates judgements into behavior

ASSESSMENT ACTIVITY 6-8
CONCEPT VII
LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experience	Behavioral
	The students:	The student:
ORAL LANGUAGE FACILIATES THE OPENENDED EXCHANGE OF IDEAS; WRITTEN LANGUAGE TENDS TO CRYSTALIZE IDEAS THE INTONATATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE MEANING IS AFFECTED BY VERBAL AND NON-VERBAL EXPRESSION VERBAL AND NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE	give oral directions about a talk as lacing and tying a shoe string. Students follow directions given by student one. Student two is allowed to ask qustions about the directions. After the task is completed student one writes a paragraph giving the directions for the same task. The student recognizes the conciseness and organization of the written paragraph compared to the oral directions, and how oral directions can facilitate the open-ended exchange of ideas.	follows oral analyzes makes general sees cause an lationships responds non- non-verbal me speaks clearl expresses a t verbal messag writes paragr purpose
	look at an animated drawing and write a description of it. Another student reads the description and tries to draw a picture based on the description given. The student recognizes that language is inadequate to completely describe reality.	

ASSESSMENT ACTIVITY 6-8
CONCEPT VII
LANGUAGE IS BASICALLY ORAL

	Learning Experience	Behavioral Skills
ATES THE IDEAS; DS TO TEM OF A RE EXACT THAN ANY ON CAN BY VERBAL SSION L EX- MEAN-	The students: give oral directions about a talk as lacing and tying a shoe string. Students follow directions given by student one. Student two is allowed to ask qustions about the directions. After the task is completed student one writes a paragraph giving the directions for the same task. The student recognizes the conciseness and organization of the written paragraph compared to the oral directions, and how oral directions can facilitate the open-ended exchange of ideas.	The student: follows oral directions analyzes makes generalizations sees cause and effect relationships responds non-verbally to a non-verbal message speaks clearly expresses a thought as a verbal message writes paragraph for specific purpose
	look at an animated drawing and write a description of it. Another student reads the description and tries to draw a picture based on the description given. The student recognizes that language is inadequate to completely describe reality.	

LEVEL 6-8

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavior
THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUNDS	The students:	The student:
	invite a resource person to speak to the class in a foreign language and teach the class words and phrases characteristic of the particular language.	identifies analysis: blends, di sounds and
	use foreign language recordings to learn foreign language words and phrases	identifies difference gross fine s word s
WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH	listen to a recording of "Mark Twain Tonight" Vols. I and II by Hal Holbrook	evaluates of a prese
	read silently some of the same passages from Life on the Mississippi by "Mark Twain. Show contrasting interpretation between written and oral language.	associates ings with
		compares
		contrasts
		relates wr spoken lan
	write a "Thank you" note to a class visitor. The class discusses the difficulty in expressing sensitive and meaningful emotions without the benefit of paralanguage and oral communication.	relates wr to spoken
		agrees on and expres
		writes par fic purpos
		selects st meaning or

LEVEL 6-8

WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
ANGUAGE RE- ON OF SOUNDS	The students:	The student:
	invite a resource person to speak to the class in a foreign language and teach the class words and phrases characteristic of the particular language.	identifies phonetic analysis: consonants, blends, diagraphs, vowel sounds and vowel principles:
	use foreign language recordings to learn foreign language words and phrases	identifies likenesses and differences in sounds: gross sounds fine sounds word sounds
NNOT DUP-	listen to a recording of "Mark Twain Tonight" Vols. I and II by Hal Holbrook	evaluates the organization of a presentation
	read silently some of the same passages from Life on the Mississippi by "Mark Twain. Show contrasting interpretation between written and oral language.	associates literal meanings with written symbols compares contrasts relates written symbols to spoken language
	write a "Thank you" note to a class visitor. The class discusses the difficulty in expressing sensitive and meaningful emotions without the benefit of paralanguage and oral communication.	relates written symbols to spoken language agrees on meaning of terms and expressions writes paragraph for specific purpose selects structures to extend meaning or add emphasis

LEVEL 6-8

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral
	The students:	The student:
SPELLING IS THE ORDERING OF THE WRITTEN SYMBOLS OF LANGUAGE	provide another word or words pronounced like a given word but spelled differently and study the differences in meanings. For example: What other words are pronounced like base, cite, hole, dear, kernel? unscramble nonsense words to form meaningful words. For example: lemarac, toad, tejcbus.	relates writt to spoken lan writes letter fic patterns spoken words uses word ana in spelling auditory structur phonetic uses dictiona arbiter
TO COMMUNICATE IN WRITING IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL	attempt to communicate something about which either the encoder or decoder has a lack or partial lack of knowledge. Examples: referee hand signals text on knitting (yarn over) message via morse code foreign language	relates writt to spoken lan interprets pi language and vocabularies

LEVEL 6-8

TTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
ING OF LANG-	The students: provide another word or words pronounced like a given word but spelled differently and study the differences in meanings. For example: What other words are pronounced like base, cite, hole, dear, kernel? unscramble nonsense words to form meaningful words. For example: lemarac, toad, tejcbu.	The student: relates written symbols to spoken language writes letters in specific patterns to represent spoken words uses word analysis skills in spelling auditory perception structural analysis phonetic analysis uses dictionary as an arbiter
TING IS ODER AND MUTUAL WRITTEN	attempt to communicate something about which either the encoder or decoder has a lack or partial lack of knowledge. Examples: referee hand signals text on knitting (yarn over) message via morse code foreign language	relates written symbols to spoken language interprets picturesque language and specialized vocabularies

LEVEL 6-8

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OR ORAL LANGUAGE

Understandings	Learning Experiences	Behaviora
THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER	The students: select several poems or cartoons which they enjoy and several which they do not understand or care for. In a class discussion, each student states his feelings and reactions to each of his selections. The class discusses the process of having the writers' views, values, and opinions interact with those of the reader.	The student: identifies identifies distinguish of view detects im language distinguish and opinion makes gene draws conc determines reading evaluates mation
PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE	read a passage of literature aloud giving particular attention to oral expression discuss how punctuation indicates the intonational characteristics of the language. Suggestions: the teacher might first read the passage in a monotone without pauses for punctuation so students can readily see the contrast	agrees on and express expresses verbal mess gives empha phrasing, rate, pitch follows cu use of punc capitalizat

LEVEL 6-8

RITTEN LANGUAGE IS A REPRESENTATION OR ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
S IN READ- TERACTION OR WRITER READER	The students: select several poems or cartoons which they enjoy and several which they do not understand or care for. In a class discussion, each student states his feelings and reactions to each of his selections. The class discusses the process of having the writers' views, values, and opinions interact with those of the reader.	The student: identifies main idea identifies tone or mood distinguishes various points of view detects implications in language distinguishes between fact and opinion makes generalizations or draws conclusions determines purpose for reading evaluates source of information
ES THF TERISTICS	read a passage of literature aloud giving particular attention to oral expression discuss how punctuation indicates the intonational characteristics of the language. Suggestions: the teacher might first read the passage in a monotone without pauses for punctuation so students can readily see the contrast	agrees on the meaning of terms and expressions expresses a thought as a verbal message gives emphasis to ideas by: phrasing, stress, pause, rate, pitch, modulation follows current practice in use of punctuation and capitalization

LEVEL 6-8

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF THE ORAL LANGUAGE

Understandings	Learning Experiences	Behavior
THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME	The students: analyze literature textbooks to find the ways in which women or girls are depicted. They should note the activities and behavior of females and the original copyright dates of the selections. Each student writes a paragraph giving the results of the analysis, comparing the depiction of women in various years. (For example: responsibilities of a married woman today as opposed to fifty or a hundred years ago).	The student: reports fr ferences uses facts tions and brings ide factory co writes a p a specific gathers in compares *contrasts recognizes assumption

	Learning Experiences	Behavioral Skills
CORDED LIT- E CULTURE	The students: analyze literature textbooks to find the ways in which women or girls are depicted. They should note the activities and behavior of females and the original copyright dates of the selections. Each student writes a paragraph giving the results of the analysis, comparing the depiction of women in various years. (For example: responsibilities of a married woman today as opposed to fifty or a hundred years ago).	The student: reports from several references uses facts to make deductions and generalizations brings ideas to a satisfactory conclusion writes a paragraph for a specific purpose gathers information compares contrasts recognizes unstated assumptions and values

LEVEL 6-8

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavior
	The students:	The student:
THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME	study Carl Sandburg's "Prayers of Steel" or "Chicago." They research the Industrial Revolution to know the poem's background, noting figures of speech which reflect the culture of the time in which the poem was written?	perceives well as de of words collects a variety interprets through an of: author society in
WRITTEN LANGUAGE MAY BE INFLUENCED BY REGIONAL DIALECTS	discuss ways in which advertisements often borrow terms from the speech of the inner-city. List a few inner-city dialectal terms which have become part of the speech of almost all young Americans. Locate in newspapers or magazines several advertisements that use inner-city dialectal terms. Bring these advertisements to class and arrange them in collage form on the classroom bulletin board.	substitute pression fo hackneyed collects in a variety recognizes propaganda interprets quality of uses facts tions and

LEVEL 6-8

RITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
ORDED THE	The students: study Carl Sandburg's "Prayers of Steel" or "Chicago." They research the Industrial Revolution to know the poem's background, noting figures of speech which reflect the culture of the time in which the poem was written?	The student: perceives connotative as well as denotative qualities of words collects information from a variety of sources interprets literature through an understanding of: author's life and society in which he wrote
Y BE NAL	discuss ways in which advertisements often borrow terms from the speech of the inner-city. List a few inner-city dialectal terms which have become part of the speech of almost all young Americans. Locate in newspapers or magazines several advertisements that use inner-city dialectal terms. Bring these advertisements to class and arrange them in collage form on the classroom bulletin board.	substitutes original expression for cliches and hackneyed phrases collects information from a variety of sources recognizes techniques of propaganda and persuasion interprets connotative quality of words uses facts to make deductions and generalisations

ASSESSMENT ACTIVITY 6-8
CONCEPT VIII
WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavior
THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUNDS WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH SPELLING IS THE ORDERING OF THE WRITTEN SYMBOLS OF LANGUAGE TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER WRITER AND THE DECODER OR READER PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE	The students: research the development of our alphabet using encyclopedias, dictionaries, and other library resources. They also search for samples of other writing systems which differ from ours in the coded symbol (Chinese, Russian, and Arabic), in the order of word-formation (Arabic, Chinese) and in the reading direction (Chinese, Hebrew). They take notes and write an outline in preparing a written report on one of the topics above. They also make posters comparing any two of the various writing systems.	The student: collects i variety of uses parts title introduc table of list of appendix glossary index bibliogr identifies with spoke writes bas various pu writes par purpose writes man

ASSESSMENT ACTIVITY 6-8

CONCEPT VIII

WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
ANGUAGE RE- ON OF SOUNDS NNOT DUP- DERING OF S OF LANG- WRITING IT HE ENCODER HAVE A G OF THE S IN READ- TERACTION WRITER READER ES THE TERISTICS	The students: research the development of our alphabet using encyclopedias, dictionaries, and other library resources. They also search for samples of other writing systems which differ from ours in the coded symbol (Chinese, Russian, and Arabic), in the order of word-formation (Arabic, Chinese) and in the reading direction (Chinese, Hebrew). They take notes and write an outline in preparing a written report on one of the topics above. They also make posters comparing any two of the various writing systems.	The student: collects information from a variety of sources uses parts of a book title introducation table of contents list of illustrations appendix glossary index bibliography identifies written symbols with spoken language writes basic patterns for various purposes writes paragraph for specific purpose writes manuscript letters

LEVEL 9-12

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral
A SYMBOL IS AN ABSTRACTION FROM REALITY	The students:	The student:
	list and explicate various popular symbols. Example: international road signs, flags and trademarks.	draws logic
	listen to selected popular songs or poems. They note and discuss symbolism found in poems. Example: "American Pie" by Don McLean, "Bridge over Troubled Waters" by Simon and Garfunkel "Mending Wall" or "Fire and Ice" by Robert Frost	distinguish figurative l perceives l
	read other literary selections which emphasize symbolism. Example: "The Scarlet Ibis" "Masque of the Red Death" by Edgar Allan Poe "The Pearl" by John Steinbeck "The Pigman" by Paul Zindel "Durango Street" by Frank Bonham "Skin of Our Teeth" by Thorton Wilder "The Miracle Worker" by Charles Gibson "Animal Farm" by George Orwell "The Adventures of Huckleberry Finn" by Mark Twain	interprets l standing of recognizes values, identifies story as pl and setting identifies as climax, style and t

LEVEL 9-12

AGE IS SYMBOLIC

	Learning Experiences	Behavioral Skills
ACTION	The students:	The student:
	list and explicate various popular symbols. Example: international road signs, flags and trademarks.	draws logical implications
	listen to selected popular songs or poems. They note and discuss symbolism found in poems. Example: "American Pie" by Don McLean, "Bridge over Troubled Waters" by Simon and Garfunkel "Mending Wall" or "Fire and Ice" by Robert Frost	distinguishes between literal and figurative language perceives level of abstraction
	read other literary selections which emphasize symbolism. Example: "The Scarlet Ibis" "Masque of the Red Death" by Edgar Allan Poe "The Pearl" by John Steinbeck "The Pigman" by Paul Zindel "Durango Street" by Frank Bonham "Skin of Our Teeth" by Thorton Wilder "The Miracle Worker" by Charles Gibson "Animal Farm" by George Orwell "The Adventures of Huckleberry Finn" by Mark Twain	interprets literature through understanding of literary techniques recognizes unstated assumptions and values, ~~makes warranted inferences~~ identifies such basic elements of a story as plot, characters, dialogue, and setting identifies more complex story elements as climax, characterization, conflict style and theme.

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behaviora
MAN IS A SYMBOL MAKING ANIMAL	The students: communicate by "signing". Example: sign language as used by deaf or another appropriate sign language make (demonstrate) words or sentences using sign language or create sentences which everyone demonstrates in unison carry on conversations in which they use sign language. NOTE: Copies of sign language may be obtained from Maryland State School for the Deaf or Gallaudet College	The student: transposes a verbal re
THE SOUND OF THE WORD MAY SUGGEST ITS MEANING	reads "Jazz Fantasia" by Carl Sandburg and/or "General William Booth Enters into Heaven" by Vachel Lindsay, and identify onomatopoeia words. They then find examples of onomatopoeia in other selections	forms senso skims for t appropriate selects rel

	Learning Experiences	Behavioral Skills
NG ANIMAL	The students:	The student:
	communicate by "signing". Example: sign language as used by deaf or another appropriate sign language	transposes a non-verbal message into a verbal response
	make (demonstrate) words or sentences using sign language or create sentences which everyone demonstrates in unison	
	carry on conversations in which they use sign language.	
	NOTE: Copies of sign language may be obtained from Maryland State School for the Deaf or Gallaudet College	
MAY	reads "Jazz Fantasia" by Carl Sandburg and/or "General William Booth Enters into Heaven" by Vachel Lindsay, and identify onomatopoeia words. They then find examples of onomatopoeia in other selections	forms sensory images skims for tentative identification of appropriate material selects relevant information

LEVEL 9-12

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavior
WORDS HAVE SYMBOLIC REFERENCE	The students: write their own definitions for the words dog, love, and between. They discuss reasons for difficulty or ease in writing their definitions using an imagery value scale. Example: 1. very low. 2. low 3. medium 4. high 5. very high dog - concrete word - easy to define love - abstract word - difficult to define between - structural word - most difficult to define they rate other words to show degree of symbolic reference (imagery value).	The student perceives draws log rates ite makes com makes gen
LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN A WORD AND ITS REFERENT	organize into a group and develop new symbols for our alphabet. Example: A = △ B = □ c = ▤ write messages using the alphabet developed in the previous activity. They exchange their messages with each other for decoding. Students may demonstrate shorthand or musical symbols if they are familiar with them. NOTE: Difficulties encountered in decoding helps the student understand that language must be learned.	relates w language

LEVEL 9-12

UAGE IS SYMBOLIC

	Learning Experiences	Behavioral Skills
REFER-	The students: write their own definitions for the words dog, love, and between. They discuss reasons for difficulty or ease in writing their definitions using an imagery value scale. Example: 1. very low. 2. low 3. medium 4. high 5. very high dog - concrete word - easy to define love - abstract word - difficult to define between - structural word - most difficult to define they rate other words to show degree of symbolic reference (imagery value).	The student: perceives levels of abstraction draws logical implications rates items and ideas makes comparison makes generalizations
ARY: THERE ECTION BE- TS REFER-	organize into a group and develop new symbols for our alphabet. Example: A = △ B = ▭ c = ⊟ write messages using the alphabet developed in the previous activity. They exchange their messages with each other for decoding. Students may demonstrate shorthand or musical symbols if they are familiar with them. NOTE: Difficulties encountered in decoding helps the student understand that language must be learned.	relates written symbols to spoken language

LEVEL 9-12

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavio
	The students:	The student
PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS AND GESTURES	individually choose a well known phrase, quotation or title (provided by student or teacher) to pantomime. The other class members decode the pantomime. Example: phrase - "Ring around the Collar", quotation- "I have a dream", title - Gone with the Wind	translate into a ve asks relev
PEOPLE CAN COMMUNICATE THROUGH PARA-LANGUAGE	make a video tape or silent movie demonstrating different kinds of "winks". Example: "flirting" wink, "trying to pull something" wink, "knowing" wink. The audience interprets the meaning of each of the winks.	responds t character makes comp transpose into a ve analyzes
	organize small groups and demonstrate examples of non-verbal communication (para-language and gestures). Example: Hold up hand for stop. Place finger to lips for quiet.	transpose a verbal sees impli ferences sees caus

LEVEL 9-12

NGUAGE IS SYMBOLIC

	Learning Experiences	Behavioral Skills
	The students:	The student:
ICATE NON- THE USE OF N SPACE, RESSIONS	individually choose a well known phrase, quotation or title (provided by student or teacher) to pantomime. The other class members decode the pantomime. Example: phrase - "Ring around the Collar", quotation- "I have a dream", title - Gone with the Wind	translates a non-verbal expression into a verbal response asks relevant questions
ICATE UAGE	make a video tape or silent movie demonstrating different kinds of "winks". Example: "flirting" wink, "trying to pull something" wink, "knowing" wink. The audience interprets the meaning of each of the winks.	responds to attitudes and moods of character makes comparisons transposes a non-verbal message into a verbal response analyzes video and audio presentations.
	organize small groups and demonstrate examples of non-verbal communication (paralanguage and gestures). Example: Hold up hand for stop. Place finger to lips for quiet.	transposes a non-verbal message into a verbal response sees implied meanings and draws inferences sees cause and effect relationships

ASSESSMENT ACTIVITY 12
CONCEPT I
LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral
A SYMBOL IS AN ABSTRACTION FROM REALITY MAN IS A SYMBOL-MAKING ANIMAL THE SOUND OF A WORD MAY SUGGEST ITS MEANING LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND ITS REFERENT LANGUAGE MUST BE LEARNED PEOPLE CAN COMMUNICATE THROUGH PARALANGUAGE PEOPLE CAN COMMUNICATE NON-VERBALLY ~~THROUGH THE USE OF~~ TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS AND GESTURES	The students: divide into groups of six. Each group is visiting Earth from outer space. Each group selects a name and develops a vocabulary of no more than 30 words. (this will exclude structure words) They write a message using the new vocabulary and English structure words, answering one of the following questions: A. Where are we from in the solar system? B. Why did we come to Earth? C. What do we want from the Earth people? Each group writes the translation of its own message into English. One member of the group reads the group's message to the entire class in the new language. The other groups attempt to recognize the intentions and attitude of the group making the presentation. Example: friendly, antagonistic. The group making the presentation reads the English translation to the class. The same procedure is followed for each of the remaining group presentation.	The student: follows oral identifies w with spoken expresses a verbal messa speaks clear identifies m identifies l differences identifies v signals as c determines c makes gener

ASSESSMENT ACTIVITY 12
CONCEPT I
LANGUAGE IS SYMBOLIC

	Learning Experiences	Behavioral Skills
CTION G ANI- AY SUGGEST : THERE IS BETWEEN ERENT RNED TE THROUGH TE NON- USE OF PACE, TOUCH, ND GESTURES	The students: divide into groups of six. Each group is visiting Earth from outer space. Each group selects a name and develops a vocabulary of no more than 30 words. (this will exclude structure words) They write a message using the new vocabulary and English structure words, answering one of the following questions: A. Where are we from in the solar system? B. Why did we come to Earth? C. What do we want from the Earth people? Each group writes the translation of its own message into English. One member of the group reads the group's message to the entire class in the new language. The other groups attempt to recognize the intentions and attitude of the group making the presentation. Example: friendly, antagonistic. The group making the presentation reads the English translation to the class. The same procedure is followed for each of the remaining group presentation.	The student: follows oral directions identifies written symbols with spoken language expresses a thought as a verbal message speaks clearly identifies main idea identifies likenesses and differences in sounds identifies voice change signals as changes in feeling determines cause and effect makes generalizations

LEVEL 9-12

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

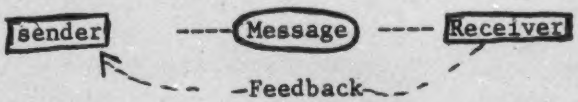
Understandings	Learning Experiences	Behaviora
	The students:	The student:
LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES	divide into two groups. One group writes a description of a familiar object. The other group draws an object. The two groups exchange roles and the first groups writes a description of what the second group drew. The second group draws what the first group described.	selects str or add emph a. word b. phras forms sens
LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN: OBSERVING LISTENING SPEAKING READING WRITING	each select from a number of objects on display, one which he observes for a period of time. He then writes a detailed description of how he perceives that object, bringing into focus as many senses as possible. Each student reads his description and other students identify the object he has described. NOTE: This writing can go beyond the five basic senses	writes par poses forms sens uses preci proofreads reads audi uses accep

LEVEL 9-12

GUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
	The students:	The student:
IBLE THE CEPTIONS	divide into two groups. One group writes a description of a familiar object. The other group draws an object. The two groups exchange roles and the first groups writes a description of what the second group drew. The second group draws what the first group described.	selects structures to extend meaning or add emphasis a. word modifers b. phrase modifiers forms sensory images
TION IN- MPRESSION	each select from a number of objects on display, one which he observes for a period of time. He then writes a detailed description of how he perceives that object, bringing into focus as many senses as possible. Each student reads his description and other students identify the object he has described. NOTE: This writing can go beyond the five basic senses	writes paragraph for specific purposes forms sensory images uses precise words proofreads and corrects reads audibly uses acceptable pronunciation

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavior
COMMUNICATION INVOLVES A SENDER, A MESSAGE AND A RECEIVER	The students: observe the teachers demonstration of the basic communication model. Example:  observe other communication models. Example: stimulus ↓ encoder → signal → message → channel → decoder (receiver (sender) (code) ↓ response (feedback	The stude determi identif selects tant sees ca
THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE	select a code from the following areas: signing (sign language) morse code electronics body language writing speaking (oral) develop a message and transmit it in their selected code. The students comment on the code and the message	selects organi writes speaks interpr a verba

NGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
LVES A AND A	The students: observe the teachers demonstration of the basic communication model. Example: sender ---- Message ---- Receiver —Feedback— observe other communication models. Example: stimulus ↓ encoder → signal → message → channel → decoder (sender) (code) (receiver ↓ response (feedback	The student: determines sequence of events identifies a sequence of ideas and selects those that are most important sees cause and effect relationship
E MUTUALLY	select a code from the following areas: signing (sign language) morse code electronics body language writing speaking (oral) develop a message and transmit it in their selected code. The students comment on the code and the message	selects relevant information organizes information writes clearly and concisely speaks clearly interprets a non-verbal message into a verbal response

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavior
LANGUAGE INFORMS, INFLUENCES AND ENTERTAINS	The students: each write a paragraph which is intended to inform. He revises the paragraph so that he will influence by using such things as emotive language, connotations, and name calling. He again revises the paragraph so that it entertains by using such things as satire, irony and hyperbole. He reads and discusses his paragraphs with the class.	The student: writes par uses appro to lead in applies se writing pa writes bas various pu follows cu punctuatio observes p coherence proofreads revises gives emph phrasin stress pause rate pitch modulat asks relev relevant c

LEVEL 9-12

GUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
NFLUENCES	The students: each write a paragraph which is intended to inform. He revises the paragraph so that he will influence by using such things as emotive language, connotations, and name calling. He again revises the paragraph so that it entertains by using such things as satire, irony and hyperbole. He reads and discusses his paragraphs with the class.	The student: writes paragraph for specific purpose uses appropriate beginning sentence to lead into main idea applies sentence study skill when writing paragraphs writes basic sentence patterns for various purposes follows current practice in use of punctuation and capitalization observes principles of unity and coherence proofreads and corrects revises gives emphasis to ideas by phrasing stress pause rate pitch modulation asks relevant questions and makes relevant comments

ASSESSMENT ACTIVITY 9-12
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral
COMMUNICATION INVOLVES A SENDER, A MESSAGE, AND A RECEIVER	The students:	The student:
THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE LANGUAGE INFORMS, INFLUENCES AND ENTERTAINS LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN OBSERVING LISTENING SPEAKING READING WRITING	select a one word topic, theme. Example: love, hate, war, pollution. They create two posters, collages, based on this theme. One collage is composed of words and one is compiled from magazines and newspapers. They develop a paper discussing these collages, (length 1 ½ to 3 pages) answering the following questions. 1. Why did you pick the topic, theme, and what were you trying to communicate? 2. Which of the two posters best communicates your topic, theme? Why? Note: the design of the collage must reflect the mood of the theme. Example: if the student feels peace reflects balance then his collage must be chaotic. They turn in the collage and let the teacher determine the theme, without the help of the paper. The second day the class constructively criticizes the posters for a set time limit (5 minutes). The students then [illegible] their papers and the class comments on the interrelationship of the 3-part assignment: the two collages and the paper. The final teacher-assessment is based on the combination of the collages and the paper	identifies associates l with written places ideas makes aural criminations object clues writes para purpose makes gener sees cause lationships writes manu perceives th have multipl responds non non-verbal

ASSESSMENT ACTIVITY 9-12
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

	Learning Experiences	Behavioral Skills
A SENDER, VER	The students:	The student:
TUALLY UENCES E THE TIONS INCLUDES ND EXPRES-	select a one word topic, theme. Example: love, hate, war, pollution. They create two posters, collages, based on this theme. One collage is composed of words and one is compiled from magazines and newspapers. They develop a paper discussing these collages, (length 1 ½ to 3 pages) answering the following questions. 1. Why did you pick the topic, theme, and what were you trying to communicate? 2. Which of the two posters best communicates your topic, theme? Why? Note: the design of the collage must reflect the mood of the theme. Example: if the student feels peace reflects balance then his collage must be chaotic. They turn in the collage and let the teacher determine the theme, without the help of the paper. The second day the class constructively criticizes the posters for a set time limit (5 minutes). The students then read their papers and the class comments on the interrelationship of the 3-part assignment: the two collages and the paper. The final teacher-assesment is based on the combination of the collages and the paper	identifies main idea associates literal meanings with written symbols places ideas in sequence makes aural and visual discriminations through picture-object clues writes paragraph for specific purpose makes generalizations sees cause and effect relationships writes manuscript letters perceives that words may have multiple meanings responds non-verbally to a non-verbal message

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behaviora
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING Dialects are varieties of language which differ from each other in pronunciation, vocabulary, and grammer	The students: organize groups and work out dialogues for persons living in various regions of the United States. Example: Philadelphia, Boston, Houston Montgomery and the Bronx. They present their work to the class to guess which regional dialect the group is imitating.	The student: identifies in sounds identifies in speech
	listen to the recording, "Our Changing Language" (McGraw-Hill, Inc., 1965) and jot down differences in pronunciation, vocabulary and grammar as they listen. They share their findings through a class discussion.	discrimina and patter gathers in
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING Dialects reflect functional varieties or cultural levels of language	study and discuss the correct procedure for a job interview	shifts the the situat identifies
	fill out job applications	speaks cle
	participate in a role-playing activity in which students are interviewed.	speaks flu enunciates incorporat

LEVEL . .2

NGUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
CAUSE OF AL SETTING eties differ n pro- ulary,	The students: organize groups and work out dialogues for persons living in various regions of the United States. Example: Philadelphia, Boston, Houston Montgomery and the Bronx. They present their work to the class to guess which regional dialect the group is imitating.	The student: identifies likenesses and differences in sounds identifies likenesses and differences in speech
	listen to the recording, "Our Changing Language" (McGraw-Hill, Inc., 1965) and jot down differences in pronunciation, vocabulary and grammar as they listen. They share their findings through a class discussion.	discriminates among rhythm, pitch and patterns of sounds gathers information
CAUSE OF AL SETTING func- or cul- anguage	study and discuss the correct procedure for a job interview fill out job applications participate in a role-playing activity in which students are interviewed.	shifts the level of speech to fit the situation identifies needed information speaks clearly speaks fluently enunciates distinctly incorporates judgements into behavior

LEVEL 9-12

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavioral
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING	The students:	The student:
Dialects reflect functional varieties or cultural levels of language	list various kinds of groups. Each student selects the group he wants to be a part of and takes on the identity of the members of that group.	selects relev identifies li in speech
An in-group dialect is a functional variety used to exclude non-members and to give identity to group members	Example: space scientists, sports team, musicians, military platoon, beauticians	collects info of sources
	each group devises a situation and writes a script using the specialized vocabulary of the group. The scripts are recorded on tape played for the class, and identified with the groups they represent.	speaks clearl speaks fluent enunciates di
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING	listen to recordings or reading by persons from various regions. Example: New England, Midwest, Far West, South, Appalachia, Southern Maryland.	identifies li in speech: vocabu synta patte gener
Socialization processes and geographic isolation account for the development of different languages and of different dialects within a language	and identify some rather obvious dialectal variations.	

	Learning Experiences	Behavioral Skills
CAUSE OF AL SET- func- or cul- nguage ct is a y used nbers ity to	The students: list various kinds of groups. Each student selects the group he wants to be a part of and takes on the identity of the members of that group. Example: space scientists, sports team, musicians, military platoon, beauticians	The student: selects relevant information identifies likenesses and differences in speech collects information from a variety of sources
	each group devises a situation and writes a script using the specialized vocabulary of the group. The scripts are recorded on tape played for the class, and identified with ~~the groups~~ they represent.	speaks clearly speaks fluently enunciates distinctly
CAUSE OF AL SET- cesses plation evelop- lan- ferent lang-	listen to recordings or reading by persons from various regions. Example: New England, Midwest, Far West South, Appalachia, Southern Maryland. and identify some rather obvious dialectal variations.	identifies likenesses and differences in speech: vocabulary syntax pattern generalizes from evidence

LEVEL 9-12

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavioral
LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING	The students:	The student:
Socialization processes and geographic isolation account for the development of different languages and different dialects within a language	make a dialectal map of the world, country, state, and perhaps the county, from materials supplied by the teacher.	sees cause an uses facts to eralizations prepares grap
	analyze certain literary works from a dialectal standpoint and identify traits of various areas. Example: Shaw-*Pygmalion*- British cultural levels Hansberry - *A Raisin in the Sun - Black* Faulkner- "The Bear" - South Twain - "The Celebrated Jumping Frog of CAlaveras County" - Far West Sandbury - *The People, Yes* - Midwest Masters - *Spoon River Anthology* - Midwest O'Neill - "In the Zone" - European Daley - "Mia Carlotta" - Italian Dunne - "Mr. Dooley on Machinery" - Irish	interprets li understanding society in wh grounds of li techniques relates, comp formation gai and observing other sources

LEVEL 9-12

AGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
SE OF SET- ses and account of dif- dif- in a	The students: make a dialectal map of the world, country, state, and perhaps the county, from materials supplied by the teacher.	The student: sees cause and effect, makes inferences uses facts to make deductions and generalizations prepares graphic materials
	analyze certain literary works from a dialectal standpoint and identify traits of various areas. Example: Shaw-*Pygmalion*- British cultural levels Hansberry - *A Raisin in the Sun* - Black Faulkner- "The Bear" - South Twain - "The Celebrated Jumping Frog of Calaveras County" - Far West Sandbury - *The People, Yes* - Midwest Masters - *Spoon River Anthology* - Midwest O'Neill - "In the Zone" - European Daley - "Mia Carlotta" - Italian Dunne - "Mr. Dooley on Machinery" - Irish	interprets literature through an understanding of author's life and society in which he wrote, backgrounds of literature, literary techniques relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behaviora
LANGUAGES CHANGES HISTORICALLY	The students:	The student:
Words enter our language in many ways:	select examples of language changes from a newspaper and/or magazine and discuss how their meanings are used in context.	interprets specialize perceives tiple mean
Coining words (astronaut) Borrowing foreign expressions (pizza) Developing slang terms (groovy) Clipping words (phone) Compounding words (baseball) Affixing words (submerge) Blending (smog) Forming acronyms (SCUBA)	read a paragraph taken from the American Dictionary of Slang Terms and write an expository paragraph para-phrasing what they have read. They compare their para-phrasing with the standard English paragraph found in the American Dictionary of Slang Terms.	uses the th dictionari compares contrasts
	write a speech and/or paragraph using borrowed foreign expressions, coined, clipped crosswords. Example: "I am an expert on nautical terms".	uses these tionaries writes par poses uses intro aid organi
	create a poster using words taken from magazines, newspapers, and/or other sources showing the ways words enter our language	collects i of sources organizes

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NGUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
ISTORICALLY	The students:	The student:
anguage (astronaut) gn expres- g terms	select examples of language changes from a newspaper and/or magazine and discuss how their meanings are used in context.	interprets picturesque language and specialized vocabulary perceives that words may have multiple meanings
(phone) rds (base- (submerge) s (SCUBA)	read a paragraph taken from the American Dictionary of Slang Terms and write an expository paragraph para-phrasing what they have read. They compare their para-phrasing with the standard English paragraph found in the American Dictionary of Slang Terms.	uses the thesaurus and specialized dictionaries compares contrasts
	write a speech and/or paragraph using borrowed foreign expressions, coined, clipped crosswords. Example: "I am an expert on nautical terms".	uses thesaurus and specialized dictionaries writes paragraph for specific purposes uses introductory topic sentence to aid organization
	create a poster using words taken from magazines, newspapers, and/or other sources showing the ways words enter our language	collects information from a variety of sources organizes information

LEVEL 9-12

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavioral
LANGUAGE CHANGES HISTORICALLY	The students:	The student:
Generalization (wider) Specialization (narrower) Amelioration (better) Pejoration (worse)	observe a teacher demonstration of changes in word meaning for two words. Example: Apollo, salary, hazard, companion, hospital, deer, garage, knight, steward, knave, silly, mistress	makes compar makes genera
	look up one or more of the above words in any of the following sources: Oxford Unabridged Dictionary; Webster's Unabridged Dictionary students trace the changes made in each word.	seeks eviden uses the dic selects mate evaluates us checking per reports fro speaks clear takes notes dents

LEVEL 9-12

NGUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
STORICALLY	The students:	The student:
ider) arrower) ter))	observe a teacher demonstration of changes in word meaning for two words. Example: Apollo, salary, hazard, companion, hospital, deer, garage, knight, steward, knave, silly, mistress	makes comparisons makes generalizations
	look up one or more of the above words in any of the following sources: Oxford Unabridged Dictionary; Webster's Unabridged Dictionary students trace the changes made in each word.	seeks evidence uses the dictionary for etymology selects material appropriate for him evaluates usefulness of material by checking pertinence reports from a single reference speaks clearly takes notes on reports of other students

ASSESSMENT ACTIVI -12
CONCEPT III
LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavior
LANGUAGE CHANGES HISTORICALLY	The students: choose one word for an in-depth study of etymology. Example: light, girdle, history, moccasin, inscription, etiquette. They write a research paper presenting their findings	The student: identifies gathers in collects i variety of interprets makes gene sees cause relationsh perceives have multi perceives as denotat words

ASSESSMENT ACTIVITY [illegible]-12
CONCEPT III
LANGUAGE CHANGES CONSTANTLY

	Learning Experiences	Behavioral Skills
ISTORICALLY	The students: choose one word for an in-depth study of etymology. Example: light, girdle, history, moccasin, inscription, etiquette. They write a research paper presenting their findings	The student: identifies needed information gathers information collects information from a variety of sources interprets facts makes generalizations sees cause and effect relationships perceives that words may have multiple meanings perceives connotative as well as denotative qualities of words

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral S
APPROPRIATE LANGUAGES PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR	The students: conduct and participate in interviews for positions such as banker, service station attendant, store clerk, disc jockey, news broadcaster, shampoo girl, construction worker, waitress, clerk-typist. The class rates the appropriateness of the language to the position for which the student was interviewed. They either accept or reject the applicant based on this. NOTE: The teacher may need to provide knowledge of the appropriate language for the Student Interviewer	The student: asks releva relevant co incorporate havior shifts the the situati evaluates s evaluates c others)
A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER	write explanations for their tardiness for the following persons; the principal (man), homeroom teacher (a woman), best friend, little sister, mother, or employer. Volunteers read their explanations and the class determines for whom they were written.	writes cle develops in shifts leve situation makes compa

LEVEL 9-12

E IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
AT- THE	The students: conduct and participate in interviews for positions such as banker, service station attendant, store clerk, disc jockey, news broadcaster, shampoo girl, construction worker, waitress, clerk-typist. The class rates the appropriateness of the language to the position for which the student was interviewed. They either accept or reject the applicant based on this. NOTE: The teacher may need to provide knowledge of the appropriate language for the Student Interviewer	The student: asks relevant questions and makes relevant comments incorporates judgements into behavior shifts the level of speech to fit the situation evaluates against criteria evaluates conclusions (own and others)
SIDERS) BACK- OR	write explanations for their tardiness for the following persons; the principal (man), homeroom teacher (a woman), best friend, little sister, mother, or employer. Volunteers read their explanations and the class determines for whom they were written.	writes clearly and concisely develops individual style shifts level of speech to fit the situation makes comparisons

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral
SHIFTING LOYALTIES AND GOALS BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERNS	The students:	The student:
	read and discuss a literary selection which exemplifies a change in language patterns because of changing loyalties and goals. Example: To Kill a Mocking Bird, The Autobiography of Malcolm X, Black Boy, The Immigrants.	determines determines ships evaluates m reactions
	write and revise a script on the following situations: (a) a narcotics agent making a buy (b) the same agent testifying in court. They dramatize the two scenes. The class evaluates the language usage of each scene	proofreads revises speaks clea speaks f shifts leve situation makes gener
LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE	define occupational jargon. They listen to a tape exemplifying varieties of occupational English, and identify the occupation of each example: Example: (1) The southpaw pitchers ERA was 2.1 as he toed the rubber and grooved a slider to the pinch hitter, who earned an RBI with a triple to left center. (baseball)	makes gener clusions identifies topic (makes infe (based on d

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UAGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
ND GOALS CIAL, HANGE	The students:	The student:
	read and discuss a literary selection which exemplifies a change in language patterns because of changing loyalties and goals. Example: To Kill a Mocking Bird, The Autobiography of Malcolm X, Black Boy, The Immigrants.	determines purpose for reading determines cause and effect relationships evaluates motives for actions and reactions
	write and revise a script on the following situations: (a) a narcotics agent making a buy (b) the same agent testifying in court. They dramatize the two scenes. The class evaluates the language usage of each scene	proofreads and corrects revises speaks clearly speaks fluently shifts level of speech to fit the situation makes generalizations
LTURE 'S	define occupational jargon. They listen to a tape exemplifying varieties of occupational English, and identify the occupation of each example: Example: (1) The southpaw pitchers ERA was 2.1 as he toed the rubber and grooved a slider to the pinch hitter, who earned an RBI with a triple to left center. (baseball)	makes generalizations or draws conclusions identifies details related to a topic (makes inferences) (based on data collected)

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behaviora
LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE	The students: (Cont.) Example: (2) Jeff took it away, dollied in, panned and tilted, and then slowly faded out. (TV cameraman) (3) I told that tough monkey to watch his lip or I'd smear him. (fighter) (4) Thelma took a seven iron and sliced her approach into a bunker. (golf) (5) Port your helm. (sailor)	The student:
	They compare their answers and justify them.	makes com reaches lo conclusio writes cl
	write five to ten examples of sentences which would reveal the speaker's identity using occupational jargon. Suggested readings: Political Economy or The Lighting Rod Salesman by Mark Twain.	
	discuss literary selections containing these themes: Justice, Creation, Death, Love, Beauty, Escape, Ethics. They select a theme and trace it through various cultures	determines collects of sourc

	Learning Experiences	Behavioral Skills
ULTURE E'S PER-	The students: (Cont.)	The student:
	Example: (2) Jeff took it away, dollied in, panned and tilted, and then slowly faded out. (TV cameraman) (3) I told that tough monkey to watch his lip or I'd smear him. (fighter) (4) Thelma took a seven iron and sliced her approach into a bunker. (golf) (5) Port your helm. (sailor)	
	They compare their answers and justify them.	makes comparisons reaches logical conclusions, supports conclusions writes clearly and concisely
	write five to ten examples of sentences which would reveal the speaker's identity using occupational jargon. Suggested readings: Political Economy or The Lighting Rod Salesman by Mark Twain.	
	discuss literary selections containing these themes: Justice, Creation, Death, Love, Beauty, Escape, Ethics. They select a theme and trace it through various cultures	determines purpose for reading collects information from a variety of sources

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral
LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE	The students: (Cont.) Example: Justice "The Book of Job" Hebrew "A Song of Solomon" "Boy Who Cried Wolf" Aesops Fables Greeks "Crito" from the Dialogues - by Plato "My Lord, the Baby" by Somadeva "The Confidence Men" by Somadeva "Auto Wreck" by K. Shapiro - American "Haircut" by Ring Lardner NOTE: Oriental literature references may be found in Miller, James E. Jr. O'Neal Rober, McDonnell, Helen M., Literature of the Eastern World Scott, Foresman & Co. 1970	The student experienc other th supplemen recogniz traits

LEVEL 9-12

UAGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
LTURE E'S PER-	The students: (Cont.) **Example: Justice** "The Book of Job" Hebrew "A Song of Solomon" "Boy Who Cried Wolf" Aesops Fables Greeks "Crito" from the Dialogues - by Plato "My Lord, the Baby" by Somadeva "The Confidence Men" by Somadeva "Auto Wreck" by K. Shapiro - American "Haircut" by Ring Lardner NOTE: Oriental literature references may be found in Miller, James E. Jr. O'Neal Rober, McDonnell, Helen M., Literature of the Eastern World Scott, Foresman & Co. 1970	The student: experiences contacts with world other than his own supplements reality with imagination recognizes universality of human traits

ASSESSMENT ACTIVITY 9-12
CONCEPT IV
LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral
APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS AND BACKGROUND OF THE LISTENER OR READER SHIFTING LOYALTIES AND GOALS, BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERNS LANGAUGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCES LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY	The students: divide into small groups and improvise conversation for a situation. Example: A boy on his first date with a particular girl comes to her home and rings the doorbell. He meets her parents, grandparents, and younger brothers and sisters. They go to an expensive restaurant or the McDonald's. They order and eat. The following day the boy describes the date to his friends; the girl describes the date to her friends. After sufficient preparation, they present their skits to the class. The class notes how conversation changes according to social setting.	The student: relates envir to specific s makes general speaks clearl determines ca

ASSESSMENT ACTIVITY 9-12
CONCEPT IV
LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

	Learning Experiences	Behavioral Skills
ATTERNS SOCIAL OCCUR NSIDERS BACK- OR GOALS, IAL, ANGE TURE AND RSONAL TS GROUP TY	The students: divide into small groups and improvise conversation for a situation. Example: A boy on his first date with a particular girl comes to her home and rings the doorbell. He meets her parents, grandparents, and younger brothers and sisters. They go to an expensive restaurant or the McDonald's. They order and eat. The following day the boy describes the date to his friends; the girl describes the date to her friends. After sufficient preparation, they present their skits to the class. The class notes how conversation changes according to social setting.	The student: relates environmental sounds to specific situation makes generalizations speaks clearly determines cause and effect

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral
WORDS IN A LANGUAGE HAVE MANY MEANINGS	The students:	The student:
The power of language depends on the words that are chosen and their arrangement	discuss why they selected their answers	perceives con notative qual justifies opi sees cause an
	write euphemisms for a variety of terms Example — Answer undertaker -mortician housewife -homemaker policeman -law enforcement officer ratcatcher -pest control consultant tree trimmer -arboreal specialist drunkeness -inebriation out of work -between engagements old maid -single lady poor people -the underprivileged spying -intelligence gathering military retreat-strategic withdrawal died -went to his reward blind -visually handicapped old man -senior citizen cancer -malignant growth	seeks alterna makes compari contrasts summarizes id sees cause an makes general clusions
	discuss how word choice influences or controls thoughts and actions	

LEVEL 9-12

GE HAS POWER

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Learning Experiences

The students:

discuss why they selected their answers

write euphemisms for a variety of terms

Example	Answer
undertaker	-mortician
housewife	-homemaker
policeman	-law enforcement officer
ratcatcher	-pest control consultant
tree trimmer	-arboreal specialist
drunkeness	-inebriation
out of work	-between engagements
old maid	-single lady
poor people	-the underprivileged
spying	-intelligence gathering
military retreat	-strategic withdrawal
died	-went to his reward
blind	-visually handicapped
old man	-senior citizen
cancer	-malignant growth

discuss how word choice influences or controls thoughts and actions

Behavioral Skills

The student:

perceives connotative as well as denotative qualities of words

justifies opinions (own and others)

sees cause and effect relationships

seeks alternatives

makes comparisons

contrasts

summarizes ideas under discussion

sees cause and effect relationship

makes generalizations or draws conclusions

LEVEL 9-12

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behaviora
LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS	The students: bring in examples of campaign statements or advertisements showing the various propaganda techniques. Example: bandwagon, name-calling, glittering generalities, testimonial, transfer, card-stacking, plain folks, pseudoscientific jargon, flattery. They then discuss the examples in relation to the techniques used. The class conducts a presidential campaign (or campaign for any office) using posters, tape, recordings, rallies. The campaign is funded through fake money-charging fees for space rental and recording time. They must use propaganda techniques to procure funds and votes from yellow students. (Activity takes approximately 5-6 days). After the campaign the students write an essay on the topic "Propaganda - Good or Bad".	The student: selects re recognizes and persua incorporat analyzes v distinguis rates ite makes gen sees cause
LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY	classify a group of items brought in by the teacher. Classification might be by the, size, shape, color, composition, user or cost. They discuss the fact that objects can be classified in many ways. They also discuss labeling-its dangers and limitations. Students classify the members of the class in as many ways as possible. Example: size, age, interest, sex	makes com seeks alt asks relev relevant summarize determine justifies determine

LEVEL 9-12

UAGE HAS POWER

	Learning Experiences	Behavioral Skills
RFUL IN- NCING THOUGHTS	The students: bring in examples of campaign statements or advertisements showing the various propaganda techniques. Example: bandwagon, name-calling, glittering generalities, testimonial, transfer, card-stacking, plain folks, pseudoscientific jargon, flattery. They then discuss the examples in relation to the techniques used. The class conducts a presidential campaign (or campaign for any office) using posters, tape, recordings, rallies. The campaign is funded through fake money-charging fees for space rental and recording time. They must use propaganda techniques to procure funds and votes from yellow students. (Activity takes approximately 5-6 days). After the campaign the students write an essay on the topic "Propaganda - Good or Bad".	The student: selects relevant information recognizes techniques of propaganda and persuasion incorporates judgements into behavior analyzes video and audio presentations distinguishes various points of view rates items, events, ideas makes generalizations sees cause and effect relationships
UIRES LITY	classify a group of items brought in by the teacher. Classification might be by use, size, shape, color, composition, user or cost. They discuss the fact that objects can be classified in many ways. They also discuss labeling-its dangers and limitations. Students classify the members of the class in as many ways as possible. Example: size, age, interest, sex	makes comparisons seeks alternatives asks relevant questions and makes relevant comments summarizes ideas under discussion determines logical relationships justifies opinions (own and others) determines bias

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behaviora
SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE	The students: present a two minute impromptu speech based on a situation given to them by the teacher. Example: You are a ___________ light bulb door knob cracked window They use a specific tone in presenting the speech. Example: ironic, critical, sarcastic, pedantic, pessimistic, scholarly, authoritative, facetious, whimsical, sympathetic After each speech the teacher selects two or three students to identify the tone used and evaluate the effectiveness of the speech.	The student: develops i shifts the the situat gives emph phrasing stress pause rate pitch modulat identifie identifie signals a
LANGUAGE IS INFLUENCED BY MASS MEDIA	view television during specific hours over a specified period of time. Example: Monday thru Friday from 9-11 p.m. The class then chooses the top ten programs. Students compare their top ten list with the Neilsen ratings and defend their selections. Next, they set up their own criteria for selection of TV programs and make new individual selections of view. From the individual selections they compile one class list.	analyzes rates ite makes com justifies establishe evaluates reaches l evaluates

LEVEL -12

AGE HAS POWER

	Learning Experiences	Behavioral Skills
TION HAS IT IS IVERS OF EACH	The students: present a two minute impromptu speech based on a situation given to them by the teacher. Example: You are a __________ light bulb door knob cracked window They use a specific tone in presenting the speech. Example: ironic, critical, sarcastic, pedantic, pessimistic, scholarly, authoritative, facetious, whimsical, sympathetic After each speech the teacher selects two or three students to identify the tone used and evaluate the effectiveness of the speech.	The student: develops individual style shifts the level of speech to fit the situation gives emphasis to ideas by: phrasing stress pause rate pitch modulation identifies tone or mood identifies voice change signals as change in feeling
NCED BY	view television during specific hours over a specified period of time. Example: Monday thru Friday from 9-11 p.m. The class then chooses the top ten programs, Students compare their top ten list with the Neilsen ratings and defend their selections. Next, they set up their own criteria for selection of TV programs and make new individual selections of view. From the individual selections they compile one class list.	analyzes video and audio presentations rates items, events, ideas makes comparisons justifies opinions (own and others) establishes criteria evaluates against criteria reaches logical conclusions evaluates conclusions (own and others)

LEVEL 9-12

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral
WORDS IN A LANGUAGE HAVE MANY MEANINGS The power of language depends on the words that are chosen and their arrangement	The students: complete a written exercise in which they make choices according to the connotative qualities of terms. Example: 1. If your job were hauling garbage. which "title" would you choose? a. Garbage man b. Sanitation Engineer c. Lord of the Flies 2. Which of these furs is the royal fur of kings? a. white weasel b. ermine 3. Which word would you be least likely to use in asking permission from you teacher to go to the a. lavatory? b. toilet? c. rest room? d. washroom? 4. Would you rather own a coat of a. dyed muskrat fur? b. Hudson seal? 5. Which beefsteak would you order in a restaurant? a. Tender piece of dead cow b. Juicy blushing-pink butter-knife sirlion steak **ANSWERS:** 1. B 2. A or B - same 3. B 4. A or B - same 5. B	The student: interprets

	Learning Experiences	Behavioral Skills
HAVE MANY age ds d	The students: complete a written exercise in which they make choices according to the connotative qualities of terms. Example: 1. If your job were hauling garbage. which "title" would you choose? a. Garbage man b. Sanitation Engineer c. Lord of the Flies 2. Which of these furs is the royal fur of kings? a. white weasel b. ermine 3. Which word would you be least likely to use in asking permission from you teacher to go to the a. lavatory? b. toilet? c. rest room? d. washroom? 4. Would you rather own a coat of a. dyed muskrat fur? b. Hudson seal? 5. Which beefsteak would you order in a restaurant? a. Tender piece of dead cow b. Juicy blushing-pink butter-knife sirlion steak ANSWERS: 1. B 2. A or B - same 3. B 4. A or B - same 5. B	The student: interprets facts

LEVEL 9-12

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behaviora
WORDS IN A LANGUAGE HAVE MANY MEANINGS The connotation of words is more useful in persuading people than the denotation of words	The students: collect advertisements from magazines directed at special audiences and/or find advertisements for the same product in magazines geared to various audiences. They discuss changes in language, tone and approach	The student: collects in of sources interprets recognizes and persuas determines
	collect names of products and determine the motivation behind the naming process. Example: perfume, cars, food.	collects in of sources interprets
WORDS IN A LANGUAGE HAVE MANY MEANINGS The connotation of words is more useful in persuading people than the denotation of words words acquire connotations as a result of individual and group associations and experiences with them	write into columns their full name vertically on the page. Above one column they write the word negative and above the other positive. They describe themselves using negative and positive terms. Example: Negative — Positive Mousy — Mature Argumentative — Amiable Rude — Romantic Yellow — Young Loathsome — Loving Emotional — Efficient Embarrassed — Empathetic They discuss the words that are used both positively and negatively as the teacher lists them on the board.	sees implie ferences applies ge contrasts compares

AGE HAS POWER

	Learning Experiences	Behavioral Skills
HAVE MANY	The students:	The student:
words is suading notation	collect advertisements from magazines directed at special audiences and/or find advertisements for the same product in magazines geared to various audiences. They discuss changes in language, tone and approach	collects information from a variety of sources interprets connotative quality of words recognizes techniques of propaganda and persuasion determines bias
	collect names of products and determine the motivation behind the naming process. Example: perfume, cars, food.	collects information from a variety of sources interprets connotative quality of words
HAVE MANY words is suading notation nnotations ndividual ations with them	write into columns their full name vertically on the page. Above one column they write the word negative and above the other positive. They describe themselves using negative and positive terms. Example: Negative Positive Mousy Mature Argumentative Amiable Rude Romantic Yellow Young Loathsome Loving Emotional Efficient Embarrassed Empathetic	
	They discuss the words that are used both positively and negatively as the teacher lists them on the board.	sees implied meanings and draws inferences applies generalization contrasts compares

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavior
WORDS IN A LANGUAGE HAVE MANY MEANINGS The connotation of words is more useful in persuading people than the denotation of words words acquire connotations as a result of individual and group associations and experiences with them	The students: individually describe their best friend and worst enemy using the same words for each. They defend their word choice in class	The student: perceives notative c perceives meanings

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UAGE HAS POWER

	Learning Experiences	Behavioral Skills
HAVE MANY	The students:	The student:
f words is ersuading denotation	individually describe their best friend and worst enemy using the same words for each. They defend their word choice in class	perceives connotative as well as denotative qualities of words
connotations individual ciations and h them		perceives that words may have multiple meanings

ASSESSMENT ACTIVITY 9-12
CONCEPT V
LANGUAGE HAS POWER

Understandings	Learning Experiences	Behaviora
LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE LANGUAGE IS INFLUENCED BY MASS MEDIA WORDS IN A LANGUAGE HAVE MANY MEANINGS	The students: in small groups, invent a new product, name, and describe it. They devise their own advertising campaigns focusing on the best ways, to sell their products. They present their campaign to the class The class judges the effectiveness of each campaign	The student: speaks clea perceives well as de of words. writes man states the recognizes propaganda determines reasoning

ASSESSMENT ACTIVITY 9-12
CONCEPT V
LANGUAGE HAS POWER

	Learning Experiences	Behavioral Skills
FUL INSTRU- G AND/OR S AND IRES CARE	The students: in small groups, invent a new product, name, and describe it. They devise their own advertising campaigns focusing on the best ways, to sell their products. They present their campaign to the class	The student: speaks clearly perceives connotative as well as denotative qualities of words.
ATION HAS IM- T IS IMPOR- S RECOGNIZE ESSAGE	The class judges the effectiveness of each campaign	writes manuscript letters states the problem recognizes techniques of propaganda and persuasion
NCED BY MASS		determines cause and effect reasoning
E HAVE		

LEVEL 9-12

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	The students: write sentences in each of the basic sentence patterns. Example: S-V subject-verb S-V-O subject-verb-object S-LV-N S-LV-ADJ S-V-IO-O S-V-O-OC S-V-O-ADJ S-V He hit. S-V-O He hit the ball.	The student: writes basic various purpo varies and ex patterns selects struc or add empha
THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT	prepare large cards on which are printed the words of sentences, a single word on each card. The sentences should include prepositional phrases, adjectives, and articles. They arrange the words to create different sentence meanings. Example: The car turned right at the corner. The right car turned at the corner. The car turned at the right corner. The car turned at the corner, right?	rearranges th sentence part Seeks alterna

LEVEL 9-12

AGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
AGE IS UL COM-	The students:	The student:
	write sentences in each of the basic sentence patterns. Example: S-V subject-verb S-V-O subject-verb-object S-LV-N S-LV-ADJ S-V-IO-O S-V-O-OC S-V-O-ADJ S-V He hit. S-V-O He hit the ball.	writes basic sentence patterns for various purposes varies and expands basic sentence patterns selects structures to extend meaning or add emphasis
DEVICE DER	prepare large cards on which are printed the words of sentences, a single word on each card. The sentences should include prepositional phrases, adjectives, and articles. They arrange the words to create different sentence meanings. Example: The car turned right at the corner. The right car turned at the corner. The car turned at the right corner. The car turned at the corner, right?	rearranges the sequence of sentence parts Seeks alternatives

LEVEL 9-12

CONCEPT VI - LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behaviora
	They may move a prepositional phrase to a position in front of the noun it modifies in order to emphasize the importance of the position of words in a sentence and how some word orders make no sense. Students explain why they arranged the words as they did.	substitutes for another interprets in sentence sees cause
SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT	divide into groups. Each group selects a theme topic, such as: Drugs, Hair, Peace or Love. Each group makes a jot list, gathering information from various members. Using the jot list, each pupil writes a paragraph. They compare paragraphs in the small groups - noting organization, structure and presentation of ideas. Two paragraphs are selected from each group to be read to the class. The pupils see how different the paragraphs are, even though they contain the same ideas.	makes notes organizatio places topi to achieve writes rela order using use transit paragraph.
THE SYSTEMATIC USE OF PITCH, STRESS, AND JUNCTURE AFFECTS MEANING IN ORAL COMMUNICATION	observe a series of sentences demonstrating ambiguities directly related to lack of punctuation. Overlap, would provide punctuation for both interpretations. This may be repeated at a paragraph level.	gives empha phrasing stress pause rate pitch modulatio

LEVEL 9-12

GUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
	They may move a prepositional phrase to a position in front of the noun it modifies in order to emphasize the importance of the position of words in a sentence and how some word orders make no sense. Students explain why they arranged the words as they did.	substitutes one kind of structure for another; words, phrases, clauses interprets meaning through word order in sentences. sees cause and effect relationship
ECTS PARA-	divide into groups. Each group selects a theme topic, such as: Drugs, Hair, Peace or Love. Each group makes a jot list, gathering information from various members. Using the jot list, each pupil writes a paragraph. They compare paragraphs in the small groups - noting organization, structure and presentation of ideas. Two paragraphs are selected from each group to be read to the class. The pupils see how different the paragraphs are, even though they contain the same ideas.	makes notes as guides for paragraph organization. places topic sentence in paragraph to achieve desired effect. writes related ideas in logical order using paragraph form. use transitional expressions within paragraph.
OF PITCH, URE AFFECTS MMUNICATION	observe a series of sentences demonstrating ambiguities directly related to lack of punctuation. Overlap, would provide punctuation for both interpretations. This may be repeated at a paragraph level.	gives emphasis to ideas by: phrasing stress pause rate pitch modulation

LEVEL 9-12

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral S
THE SYSTEMATIC USE OF PITCH, STRESS, AND JUNCTURE AFFECTS MEANING IN ORAL COMMUNICATION (cont.)		follows curre of punctuatio
EACH LANGUAGE HAS ITS OWN SOUND PATTERNS, GRAMMATICAL SYMBOLS, VOCABULARY, AND SYNTAX	The students: listen to a demonstration by teacher or classmate of lines from a song or sentences translated from another language into English. They will compare sound patterns, grammatical symbols, vocabulary and syntax and point out the differences between literal and idiomatic translation.	The student: associates li written symbo interprets me order and phr perceives con denotative qu
LANGUAGE SYSTEM OF EVERY CULTURE IS ADEQUATE FOR ITS NEEDS	write a composition describing an imaginary situation they have never before experienced Example: John sleepily fell into bed. During the night he felt a shrinking sensation which he thought was in his dream. Awaking the next morning, John found that he had turned into a black widow spider, yet he still retained his human intellect. The student would describe the changes that have taken place Example: differences in eating habits obstacles in his new life. Observations of the world, perceptions by mother and father.	uses multi-pa for developme uses transiti within para between par develops indi uses introduc to aid organi

LEVEL 9-12

AGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
PITCH, AFFECTS NICATION		follows current practice in use of punctuation and capitalization
OWN ATICAL AND	The students:	The student:
	listen to a demonstration by teacher or classmate of lines from a song or sentences translated from another language into English. They will compare sound patterns, grammatical symbols, vocabulary and syntax and point out the differences between literal and idiomatic translation.	associates literal meanings with written symbols interprets meaning through word order and phrasing perceives connotative as well as denotative qualities of words
ERY OR	write a composition describing an imaginary situation they have never before experienced	uses multi-paragraph composition for development of ideas
	Example: John sleepily fell into bed. During the night He felt a shrinking sensation which he thought was in his dream. Awaking the next morning, John found that he had turned into a black widow spider, yet he still retained his human intellect.	uses transitional expressions within paragraphs between paragraphs
	The student would describe the changes that have taken place	develops individual style
	Example: differences in eating habits obstacles in his new life. Observations of the world, perceptions by mother and father.	uses introductory topic sentence to aid organization

LEVEL 9 12

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral
	By a series of questions the teacher develops the idea that the language system of every culture is adequate for its needs.	identifies hy reaches logic
	Example: 1. If we were all in Japan and spoke Japanese, could we do the same exercises? 2. What does this tell you? 3. If that is true, may we assume that any person can describe an unfamiliar object or situation in his own language.	
	This activity can be correlated with the study of language in world cultures.	
	Suggested readings: Metamorphosis by Franz Kafka The Fanfastic Voyage by Isaac Asimov	
LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH	The students:	The student:
	are given a list of prefixes, roots and suffixes. Example:	makes aural a through struc

prefix	root	suffix
inter	mit	ful
sub	cide	ment
dis	tract	able
ex	scripto	ize
anti	act	ish

GE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
	By a series of questions the teacher develops the idea that the language system of every culture is adequate for its needs. Example: 1. If we were all in Japan and spoke Japanese, could we do the same exercises? 2. What does this tell you? 3. If that is true, may we assume that any person can describe an unfamiliar object or situation in his own language. This activity can be correlated with the study of language in world cultures. Suggested readings: Metamorphosis by Franz Kafka The Fanfastic Voyage by Isaac Asimov	identifies hypothetical thinking reaches logical conclusions
W FOR EX-	The students: are given a list of prefixes, roots and suffixes. Example:	The student: makes aural and visual discriminations through structural analysis

prefix	root	suffix
inter	mit	ful
sub	cide	ment
dis	tract	able
ex	scripto	ize
anti	act	ish

CONCEPT VI - LANGAUGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavior
LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH (CON'T)	They find the meanings and share their findings through class discussion. The students then make words using these prefixes, suffixes and root words. Example:	agrees on and expres applies ge uses the d for a vari
	prefixes root interdict remit subside exact disagree prescribe exile react antitrust homocide	
	suffix truthful believable engagement generalize foolish	
	They then give the meanings of the words without referring to the dictionary, using their knowledge of the meaning of the prefixes, suffixes, and root words. They will then discuss how new words enter our language through affixing	uses root derive mea

LEVEL [illegible]-12
GAUGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

LLOW FOR
TH (CON'T)

Learning Experiences

They find the meanings and share their findings through class discussion. The students then make words using these prefixes, suffixes and root words. Example:

prefixes	root
interdict	remit
subside	exact
disagree	prescribe
exile	react
antitrust	homocide

suffix
truthful
believable
engagement
generalize
foolish

They then give the meanings of the words without referring to the dictionary, using their knowledge of the meaning of the prefixes, suffixes, and root words.
They will then discuss how new words enter our language through affixing

Behavioral Skills

agrees on the meaning of terms and expressions.

applies generalizations

uses the dictionary efficiently for a variety of purposes

uses root words and affixes to derive meaning.

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral
LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH (CONTINUED)	List as many words as they can, including some recently coined words, based on the development of a modern invention. Example: camera or automobile or airplane Through research the students find that this invention has enriched our vocabulary. They discuss this invention and the industries which developed from it.	identifies gathers inf selects rel skims for t of appropri uses facts generalizat reports fro
THE FLEXIBILITY OF LANGUAGE MAKES IT POSSIBLE TO EXPRESS IDEAS IN MANY WAYS	**The students:** **demonstrate that there are a variety of terms available for any given ideas** **Example: general verb "said"** **announced** **exclaimed** **declared** **argued** **responded**	**The student:** **substitutes** **for cliches** **expressions**

PHRASES

Formal	**Informal**
At all times	**always**
We would ask that you	**please**

LEVEL 9-12

GUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
LOW FOR H	List as many words as they can, including some recently coined words, based on the development of a modern invention. Example: camera or automobile or airplane Through research the students find that this invention has enriched our vocabulary. They discuss this invention and the industries which developed from it.	identifies needed information. gathers information. selects relevant information. skims for tentative identification of appropriate material uses facts to make deductions and generalizations. reports from several references.
LANGUAGE O EXPRESS	The students: demonstrate that there are a variety of terms available for any given idea. Example: general verb "said" announced exclaimed declared argued responded PHRASES Formal — Informal At all times — always We would ask that you — please	The student: substitutes original expressions for cliches and hackneyed expressions

Understandings	Learning Experiences		Behavio
THE FLEXIBILITY OF LANGUAGE MAKES IT POSSIBLE TO EXPRESS IDEAS IN MANY WAYS (CONT.)	Formal	Informal	
	in view of the fact that	since	
	in the event that	if	
	due to the fact that	because	
	They will bring to class advertisements for different products of services. Examples: automobiles, airplane transportation, soap, television sets, clothing, tools, sewing machines. They then will substitute other phrases or picturesque words for those presented in the advertisements.		uses thes dictionar paraphras
	divide into two groups representing standard classroom vernacular and street language. They write paragraphs in language appropriate to their group describing a situation. Example: You are standing on the street corner when your friend drives by in a new Mach I Mustang.		writes a purpose.
	They share their work with the class upon completing the assignment.		reaches l conclusio

LEVEL 9-12

ANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

<table>
<tr><th></th><th>Learning Experiences</th><th>Behavioral Skills</th></tr>
<tr><td>LANGUAGE
TO EXPRESS
S (CONT.)</td><td><table><tr><th>Formal</th><th>Informal</th></tr><tr><td>in view of the fact that</td><td>since</td></tr><tr><td>in the event that</td><td>if</td></tr><tr><td>due to the fact that</td><td>because</td></tr></table></td><td></td></tr>
<tr><td></td><td>They will bring to class advertisements for different products of services. Examples:
automobiles, airplane transportation, soap, television sets, clothing, tools, sewing machines. They then will substitute other phrases or picturesque words for those presented in the advertisements.</td><td>uses thesaurus and specialized dictionaries
paraphrases</td></tr>
<tr><td></td><td>divide into two groups representing standard classroom vernacular and street language. They write paragraphs in language appropriate to their group describing a situation.
Example:
You are standing on the street corner when your friend drives by in a new Mach I Mustang.</td><td>writes a paragraph for specific purpose.</td></tr>
<tr><td></td><td>They share their work with the class upon completing the assignment.</td><td>reaches logical conclusions, supports conclusions</td></tr>
</table>

ASSESSMENT ACTIVITY 9-12
CONCEPT VI
LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behaviora
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ARRANGEMENT SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH THE FLEXIBILITY OF LANGUAGE MAKES IT POSSIBLE TO EXPRESS IDEAS IN MANY WAYS	The students: unscramble words in a sentence as a class. Example, Scrambled: scene has vanished from locomotive the American long since the steam. Example: Corrected: The steam locomotive has long since vanished from the American scene. They individually unscramble sentences in a paragraph. They volunteer to read their reorganized paragraph to the class.	The student: makes aural crimination clues sees cause tionship writes basi various pur identifies and selects most import places idea

ASSESSMENT ACTIVITY 9-12
CONCEPT VI
LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

	Learning Experiences	Behavioral Skills
GUAGE IS NGFUL COM- CAL DEVICE ARRANGE- ECTS PARA- LLOW FOR TH LANGUAGE TO EXPRESS	The students: unscramble words in a sentence as a class. Example, Scrambled: scene has vanished from locomotive the American long since the steam. Example: Corrected: The steam locomotive has long since vanished from the American scene. They individually unscramble sentences in a paragraph. They volunteer to read their reorganized paragraph to the class.	The student: makes aural and visual discrimination through word form clues sees cause and effect relationship writes basic patterns for various purposes identifies a sequence of ideas and selects those that are most important places ideas in sequence

LEVE. -12

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavio
ORAL LANGUAGE IS FIRST LEARNED BY IMITATION	The students: research man's attempts to communicate with other animals. They are to emphasize through their research, the methods used in attempting this communication. They present their findings to the class and discuss the implications concerning language. Example: whale, dolphin, porpoise, great ape, or chimpanzee	The student uses vari erature evaluates checking collects sources skims for appropria applies r using ref
ORAL LANGUAGE FACILITATIES THE OPEN-ENDED EXCHANGE OF IDEAS: WRITTEN LANGUAGE TENDS TO CRYSTALLIZE IDEAS	discuss for approximately 5-10 minutes several controversial issues to generate interest. They then select one issue for in-depth study. The class divides into two groups, pro and con. Each group caucuses and examines the various aspects of the assigned side of the issue. Each student then writes a speech on one facet of the issue, giving emphasis to the points discussed in the group caucus. The class holds a parliamentary debate on the issue. Example: abortion, amnesty, legalization of marijuana, the occult.	asks rele vant comm distingui identifie gathers i evaluates checking relates, mation ga serving w sources o judges re organizes

LEVE. -12

ANGUAGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
FIRST LEARNED	The students:	The student:
	research man's attempts to communicate with other animals. They are to emphasize through their research, the methods used in attempting this communication. They present their findings to the class and discuss the implications concerning language Example: whale, dolphin, porpoise, great ape, or chimpanzee	uses various guides to periodic literature evaluates usefulness of material by checking pertinence to topic collects information from various sources skims for tentative identification of appropriate material applies related writing skills when using reference materials
ILITATIES THE GE OF IDEAS: TENDS TO	discuss for approximately 5-10 minutes several controversial issues to generate interest. They then select one issue for in-depth study. The class divides into two groups, pro and con. Each group caucuses and examines the various aspects of the assigned side of the issue. Each student then writes a speech on one facet of the issue, giving emphasis to the points discussed in the group caucus. The class holds a parliamentary debate on the issue. Example: abortion, amnesty, legalization of marijuana, the occult.	asks relevant questions and makes relevant comments distinguishes various points of vie identifies main idea gathers information evaluates usefulness of material by checking pertinence to topic relates, compares and evaluates information gained through listening and observing with that gained from other sources of information judges reliability of data organizes information

LEVEL 9-12

CONCEPT VII LANGAUGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behaviora
		The student:
		combines id relationshi
		writes rela order using
		proofreads
		uses effect closing sta presentatio
		speaks clea
		speaks flue
		speaks fro
		keeps to to
		distinguish
		justifies c
		determines
		uses facts generalizat
		summarizes

LEVEL 9-12

UGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
		The student:
		combines ideas to show proper relationship
		writes related ideas in logical order using paragraph form
		proofreads and corrects, revises
		uses effective introductory and closing statements in formal presentation
		speaks clearly
		speaks fluently
		speaks from notes when needed
		keeps to topic under discussion
		distinguishes fact from opinion
		justifies opinions (own and others)
		determines validity of arguments
		uses facts to make deductions and generalizations
		summarizes ideas under discussion

LEVEL 9-12

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavior
THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE	The students: read sentences stressing a different word each time to give the sentence a new meaning. Example: 1. You forgot your lunch. 2. You forgot you lunch. 3. You forgot your lunch. 4. Your forgot your lunch. They discuss the changes in meaning given to each sentence as a result of intonation.	The student: gives emph phrasin stress pause rate pitch modulati uses appro al pattern agrees on and expres determines
VERBAL AND NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE	bring to class copies of an Art Buchwald or Anderson column. They read and discuss the satire found in these columns and examine the satirical comments from two views: 1. taken out of context and examined for different meanings and; 2. within the context of the article. They compare the differences in meaning for the same sentence. Write their own satifical column based on some political problem or figure. Example: Richard Nixon, Russian - American relations, Political Cartoons	distinguis opinion evaluates mation: evaluate writer identifi pose determin author ject evaluate inform judges r

LEVEL 9-12

NGUAGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
EM OF A LANG- EXACT CLUES ANY WRITTEN PROVIDE	The students: read sentences stressing a different word each time to give the sentence a new meaning. Example: 1. You forgot your lunch. 2. You forgot you lunch. 3. You forgot your lunch. 4. Your forgot your lunch. They discuss the changes in meaning given to each sentence as a result of intonation.	The student: gives emphasis to ideas by: phrasing stress pause rate pitch modulation uses appropriate intonational patterns agrees on the meaning of terms and expressions determines cause and effect
RAL EXPRES- EANING OF	bring to class copies of an Art Buchwald or Anderson column. They read and discuss the satire found in these columns and examine the satirical comments from two views: 1. taken out of context and examined for different meanings and; 2. within the context of the article. They compare the differences in meaning for the same sentence. Write their own satifical column based on some political problem or figure. Example: Richard Nixon, Russian - American relations, Political Cartoons	distinguishes fact from opinion evaluates source of information: evaluates authority of a writer identifies author's purpose determines attitude of author toward his subject evaluates authenticity of information judges reliability of data

LEVEL 2

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behaviora
VERBAL AND NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE	The students: (cont.)	The student: recognizes propaganda determines evaluates c (own and ot

LEVEL 2

GUAGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
L EXPRES- NING OF	The students: (cont.)	The student: (cont.) recognizes techniques of propaganda and persuasion determines cause and effect evaluates conclusions (own and others)

ASSESSMENT ACTIVITY 9-12
CONCEPT VII
LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behaviora
THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE	The students: study a simple poetic form. Example: Japanese Haiku. They write their own haikus. They are given a ditto with an example of each student's work. They read the poems silently and attempt to interpret them orally. Afterwards the writer of each haiju reads aloud his poem and interprets it. The class notes the difference in interpretation due to the writers' own intonational pattern. They then select another form of poetry to read interpretatively to the class. Example: Epic Lyric Ballad Narrative	The student: identifies states mai in other s sees cause ships speaks cle expresses message makes aura criminatio perceptio perceives multiple perceives as denotat words identifie differenc identifi signals c

ASSESSMENT ACTIVITY 9-12
CONCEPT VII
LANGUAGE IS BASICALLY ORAL

	Learning Experiences	Behavioral Skills
M OF A LAN- EXACT CLUES ANY WRITTEN ROVIDE ON AFFECTS LANGUAGE	The students: study a simple poetic form. Example: Japanese Haiku. They write their own haikus. They are given a ditto with an example of each student's work. They read the poems silently and attempt to interpret them orally. Afterwards the writer of each haiju reads aloud his poem and interprets it. The class notes the difference in interpretation due to the writers' own intonational pattern. They then select another form of poetry to read interpretatively to the class. Example: Epic Lyric Ballad Narrative	The student: identifies main idea states main ideas and details in other selections sees cause and effect relationships speaks clearly expresses thought as a verbal message makes aural and visual discriminations through auditory perception. perceives that words may have multiple meanings perceives connotative as well as denotative qualities of words identifies likenesses and differences in sounds identifies voice change signals changes in feeling

LEVEL 2

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behaviora
	The students:	The student:
THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUND	develop and communicate through a pictographic code, as a class. They compare this code with the modern sound symbol code, the alphabet. research the development of the alphabet with library materials. They discuss their findings and the necessity for symbolizing sounds.	identifies with spoken uses facts tions and g collects in a variety o reports fro ferences makes infer data collec
WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH	list words which are spelled alike but may be pronounced differently in context. Examples: present -'prez ənt present -'pri 'zent object 'ob jikt object -əb 'jekt record -ri 'ko(ə) rd record - rek ərd read -'rēd read -'red tear -'ti(ə) r tear -'ta(ə) r desert -'dez ərt desert - di 'zert lead -'led lead -'lēd	

LEVEL 2

ITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
NGUAGE RE- N OF SOUND	The students: develop and communicate through a pictographic code, as a class. They compare this code with the modern sound symbol code, the alphabet. research the development of the alphabet with library materials. They discuss their findings and the necessity for symbolizing sounds.	The student: identifies written symbols with spoken language uses facts to make deductions and generalizations collects information from a variety of sources reports from several references makes inferences based on data collected
NOT DUPLI-	list words which are spelled alike but may be pronounced differently in context. Examples: present -'prez ənt present -'pri 'zent object 'ob jikt object -əb 'jekt record -ri 'ko(ə) rd record - rek ərd read -'rēd read -'red tear -'ti(ə) r tear -'ta(ə) r desert -'dez ərt desert - di 'zert lead -'led lead -'lēd	

LEVEL [illegible]-12

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

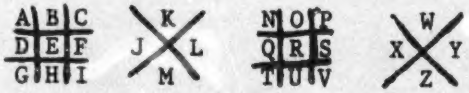
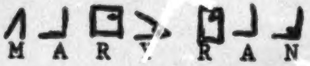
Understandings	Learning Experiences	Behavioral Sk
WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH (cont.)	The students: (cont.) discuss why these words are pronounced in different ways. They refer to the dictionary to see how these words are marked to show differences. The teacher introduces the general term - diacritical marks. They then apply this knowledge of diacritical marks to a list ~~of~~ unfamiliar words or a vocabulary list from their next literary selection.	The student: (perceives th have multip makes selec priate to c uses the di efficiently of purposes incorporate behavior
SPELLING IS THE ORDERING OF THE WRITTEN SYMBOLS OF LANGUAGE	receive a list of words that when rearranged for new and different words. They rearrange the letters of each example word to form a new 6 letter word. They place this word over the adjoining blank dashes so that a 3 word phrase that's relevant will appear under the arrow. Example: listen t i n s e l reload o r d e a l battle t a b l e t ashore h o a r s e parent e n t r a p staple p a s t e l potion o p t i o n region i g n o r e trance n e c t a r filter t r i f l e	uses word in spelling writes lett patterns t spoken wor seeks alte

LEVEL [illegible]2

RITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

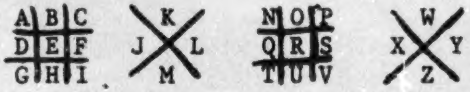
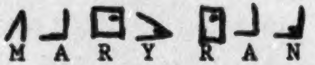
	Learning Experiences	Behavioral Skills
NT DUPLI-	The students: (cont.) discuss why these words are pronounced in different ways. They refer to the dictionary to see how these words are marked to show differences. The teacher introduces the general term - diacritical marks. They then apply this knowledge of diacritical marks to a list of unfamiliar words or a vocabulary list from their next literary selection.	The student: (cont.) perceives that words may have multiple meanings; makes selection appropriate to context uses the dictionary efficiently for a variety of purposes incorporates judgements into behavior
ERING OF OF LANG-	receive a list of words that when rearranged for new and different words. They rearrange the letters of each example word to form a new 6 letter word. They place this word over the adjoining blank dashes so that a 3 word phrase that's relevant will appear under the arrow. Example: listen t i n s e l reload o r d e a l battle t a b l e t ashore h o a r s e parent e n t r a p staple p a s t e l potion o p t i o n region i g n o r e trance n e c t a r filter t r i f l e	uses word analysis skills in spelling writes letters in specific patterns to represent spoken words seeks alternatives

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavic
TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL	The students: listen to an explanation of a code written on the board and explained by the teacher. Example:  A B C D E F G H I K J L M N O P Q R S T U V W X Y Z sentence:  the students devise a message using the code and each exchanges his message with another student to decode. The teacher may ask for a volunteer to write a message on the board for the whole class to decode.	The student follows o relates w spoken la writes le patterns spoken wo
THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER	read a mystery story to find examples of these literary techniques: foreshadowing, inferences, flashback, and irony. Examples: "Hound of the Baskervilles" by Doyle "Third Ingredient" by O. Henry "The Cask of Amontillado" by Poe They point out the examples of literary techniques they have found to the group	identifie ideas and are most sees impli draws infe determine reading predicts statement

LEV -12

WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
WRITING IT THE ENCODER O HAVE A ING OF THE	The students:	The student:
	listen to an explanation of a code written on the board and explained by the teacher. Example:	follows oral directions
		relates written symbols to spoken language
	sentence: 	
	the students devise a message using the code and each exchanges his message with another student to decode. The teacher may ask for a volunteer to write a message on the board for the whole class to decode.	writes letters in specific patterns to represent spoken words
ESS IN READ- INTERACTION ER OR WRIT- R OR READ-	read a mystery story to find examples of these literary techniques: foreshadowing, inferences, flashback, and irony. Examples: "Hound of the Baskervilles" by Doyle "Third Ingredient" by O. Henry "The Cask of Amontillado" by Poe They point out the examples of literary techniques they have found to the group	identifies sequence of ideas and selects those that are most important sees implied meanings and draws inferences determines purpose for reading predicts outcomes based on statement and on inference

LEVEL 9-12

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understanding	Learning Experiences	Behavior
THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER	The students: (cont.)	The student: interprets through an of literar
PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE	read aloud in class an unpunctuated paragraph. They recognize the problems caused when trying to read this paragraph and add the needed punctuation. They read their revised paragraphs aloud in class and discuss the differences in the punctuated paragraph and the unpunctuated paragraph.	interprets phrasing clarifies follows cu in use of capitaliza evaluates and others
THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME	read a cross-section of literature representing different time periods. They discuss how the culture of the time is reflected in the literature. Example: one of Shakespeare's plays, *The Canterbury Tales* by Chaucer; *The Jungle* by Upton Sinclair; *All My Sons* by Arthur Miller; *Why We Can't Wait* by Martin Luther King; *Tale of Two Cities* by Charles Dickens; *The Waste Land* by T.S. Eliot; *The Best of Simple* by Langston Hughes, *Who's Afraid of Virginia Wolf* by Edward Albee; *The Diary of Anne Frank*.	determines reading interpret an underst life and wrote background experience worlds oth supplement imaginatio

LEVEL 9-12

RITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
SS IN READ- NTERACTION R OR WRITER READER	The students: (cont.)	The student: (cont.) interprets literature through an understanding of literary techniques
TES THE IN- ERISTICS OF	read aloud in class an unpunctuated paragraph. They recognize the problems caused when trying to read this paragraph and add the needed punctuation. They read their revised paragraphs aloud in class and discuss the differences in the punctuated paragraph and the unpunctuated paragraph.	interprets meaning through phrasing clarifies meaning follows current practice in use of punctuation and capitalization evaluates conclusions (own and others)
CORDED LIT- HE CULTURE	read a cross-section of literature representing different time periods. They discuss how the culture of the time is reflected in the literature. Example: one of Shakespeare's plays, The Canterbury Tales by Chaucer; The Jungle by Upton Sinclair; All My Sons by Arthur Miller; Why We Can't Wait by Martin Luther King; Tale of Two Cities by Charles Dickens; The Waste Land by T.S. Eliot; The Best of Simple by Langston Hughes, Who's Afraid of Virginia Wolf by Edward Albee; The Diary of Anne Frank.	determines the purpose for reading interprets literature through an understanding of: author's life and society in which he wrote backgrounds of literature experiences contact with worlds other than his own; supplements reality with imagination

LEVEL 9-12

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavior
THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME	The students: (cont.)	The student: reacts wit to ideas o political, ligious draws logi recognizes ions and v generalize discrimina major and
WRITTEN LANGUAGE MAY BE INFLUENCED BY REGIONAL DIALECTS	find examples of literature in which authors have attempted to represent various dialects. They view these findings using the opaque projector and then discuss the different spelling and punctuation used to represent each dialect. Examples: "The Split Cherry Tree" by Jesse Stuart, "The Crystal Staircase" by Langston Hughes, "To a Mouse" by Robert Burns	interprets through an author's l in which h interprets and specia laries identifies difference draws logi reaches lo

LEVEL 9-12

WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
CORDED S THE CUL-	The students: (cont.)	The student: (cont.) reacts with increasing objectivity to ideas of a sensitive nature: political, social, racial and religious draws logical implications recognizes unstated assumptions and values generalizes from evidence discriminates between major and minor details
AY BE IN- AL DIALECTS	find examples of literature in which authors have attempted to represent various dialects. They view these findings using the opaque projector and then discuss the different spelling and punctuation used to represent each dialect. Examples: "The Split Cherry Tree" by Jesse Stuart, "The Crystal Staircase" by Langston Hughes, "To a Mouse" by Robert Burns	interprets literature through an understanding of: author's life, and society in which he wrote interprets picturesque and specialized vocabularies identifies likenesses and differences in speech draws logical implications reaches logical conclusion

ASSESSMENT ACTIVITIES 9-12
CONCEPT VIII
WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavio
THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUNDS WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME	The students: read a famous speech. Example: "I have a Dream" Martin L. King "Self-Reliance" - R.W. Emerson "Blood, Sweat and Tears" - W. Churchhill They determine the background and thesis of the speech and distinguish between fact and opinion used in support of the thesis. They discuss in class what is necessary in the development of a great speech and why this speech has become a classic. They then select another speech to analyze in writing focusing on the points covered in their class discussion.	The student determine states th distingui sees caus ships perceives as dennot words recognize propagand decides w are true expresses message makes gen ideas and selection

ASSESSMENT ACTIVITIES 9-12
CONCEPT VIII
WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

	Learning Experiences	Behavioral Skills
LANGUAGE RE- ION OF SOUNDS ANNOT DUP- WRITING IT IS ENCODER AND VE A MUTUAL THE WRITTEN ESS IN READ- INTERACTION ER OR WRIT- R OR READER ATES THE IN- TERISTICS OF ECORDED LIT- THE CULTURE	The students: read a famous speech. Example: "I have a Dream" Martin L. King "Self-Reliance" - R.W. Emerson "Blood, Sweat and Tears" - W. Churchhill They determine the background and thesis of the speech and distinguish between fact and opinion used in support of the thesis. They discuss in class what is necessary in the development of a great speech and why this speech has become a classic. They then select another speech to analyze in writing focusing on the points covered in their class discussion.	The student: determines purpose for reading states the problem distinguishs between fact and opinion sees cause and effect relationships perceives connotative as well as dennotative qualities of words recognizes techniques of propaganda and persuasion decides whether statements are true or false expresses a thought as a verbal message makes generalizations; states main ideas and details in other selections